

Christmas

A.T.A.

Number



Magazine

Official Organ of the Alberta Teachers' Alliance

MAGISTRI NEQUE SERVI



VOL. II.

Edmonton, Alberta, December, 1921

No. 7

Yuletide in France

FREDERICK GEORGE SCOTT

O LITTLE sprig of rosemary, I pluck you in the garden,
In this little Gallic garden, on this misty Winter's day.
I can hear the old rooks calling
And the distant shells are falling
But this little sprig of rosemary has borne my heart away.

O little sprig of rosemary you bear me through the ages
To the olden, golden Yuletides that our fathers knew of yore,
When the midnight Mass bell ringing,
Set the carol singers singing,
And sweet rosemary was scattered on the shining chancel floor.

O little sprig of rosemary, I hear the song and laughter
When the boar's head was carried in adown the armoured hall,
And the rosemary and bay
Were as sweet as new-mown hay,
While the merriment of Yuletide was uniting great and small.

O little sprig of rosemary, I pluck you in the garden,
And my heart is sore and heavy with the cares we have to-day,
For the Christ has been among us
And the Angel Hosts have sung us
All the happy songs of Heaven, but they sounded far away.

O little sprig of rosemary, as I pluck you in the garden,
In this little Gallic garden where the brave are laid to rest,
An English mother weeping
A sad, sad Yule is keeping,
Remembering one who once was the Christ-child on her breast.

O little sprig of rosemary, I thank you for the dreaming,
In this hallowed, Gallic Garden, on this misty Winter's day;
Your mission is to leaven,
This poor earth with thoughts of Heaven,
When for those brave hearts that slumber here we fold our hands
and pray.

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Published on the Tenth of Each Month

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Candidates selected for the above posts, who are
members of the A. T. A., are earnestly requested to
apply for information to

JOHN W. BARNETT,

General Secretary-Treasurer,

Alberta Teachers' Alliance,

10701 University Avenue, Edmonton.

Official Announcements

TEACHER'S MONTHLY CHEQUE?

The Alliance have received complaints from different parts
of the Province to the effect that school boards are ignoring
the recently enacted legislation that teachers be paid **not less**
than once each month.

We wish to assure our members that we are doing all pos-
sible to watch their interests in this matter. The following
letter, sent in reply to ours suggesting that many boards were
not carrying out the law, shows that the Department of Edu-
cation is alive to the matter and is doing what it can to inform
school boards of the change in the school law with regard to
the monthly payment of the teacher's salary:

Department of Education, Alberta.

Edmonton, October 14, 1921.

Dear Sir:

I am in receipt of your letter of the 12th inst., in which
you request the Department of Education to bring to the atten-

tion of school boards the new legislation with regard to the
monthly payment of teachers' salaries.

The Department has sent three copies of the School Ordinance
to each district and has called the attention of the boards
to the new legislation, and I am of the opinion that it is not
due to lack of information that the teachers have not been
paid regularly. The Department will co-operate with your
organization in securing redress for the teachers, and I will
endeavor to have the Inspectors call the attention of the
secretary-treasurers of districts to the necessity of complying
with the School Law with regard to the payment of teachers'
salaries monthly.

I am of the opinion that the economic conditions prevailing
in the country are the causes which prevent the districts from
complying with the Ordinance. I hope, however, that through
the efforts of the Department and the Inspectors the boards
will make provisions when levying their assessment to have
sufficient money on hand to pay the teacher's salary at the
end of each month.

Yours truly,

(Sgd.) J. T. ROSS,
Deputy Minister.

Mr. John W. Barnett,
General Secretary-Treasurer,
Alberta Teachers' Alliance.

LOCALS, ATTENTION!

The Wetaskiwin local has formed a committee for the pur-
pose of instituting a correspondence campaign, with a view to
winning as many teachers as possible in their district for the
Alliance. Indifference and lack of knowledge concerning the
Alliance are more difficult to offset than open hostility, and
Wetaskiwin is setting a fine example which might profitably
be followed throughout the Province. What does your local
think of such a plan? Individual sacrifice and enthusiasm in
the cause are surely more effective than all the work our offi-
cials may do along the line of educating the non-members to
appreciate what the Alliance has accomplished and is trying
to accomplish.

RESOLUTIONS FOR NEXT ANNUAL GENERAL MEETING

Has your Local commenced discussing resolutions to be
sent to Headquarters for discussion at the Annual General
Meeting?

Please do not leave this work until the last month of the
Alliance year.

RESOLUTIONS FROM MEDICINE HAT

1. Resolved that this Local send a request to the General
Executive asking them to ask the Department that the cur-
riculum be not finally disposed of until it has been submitted
to locals of the A.T.A., through the General Executive.

2. Resolved that this Local request the executive to see
that the Teachers' Alliance do all in their power to become
fully acquainted with the curriculum.

3. Resolved that the A.T.A. Publishing Company request
the Department to try to report a page for the magazine each
month, with regard to their progress in the making of the
new curriculum.—Medicine Hat Local.

Rural Teachers and Unattached Members: Have you sent
in your replies to the Curriculum Questionnaire? See report
on page 23.

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IMPORTANT NOTICE RE "A.T.A. MAGAZINE."

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To Secretaries of Locals:

It may not be generally known to our members that the task of conducting successfully a teachers' magazine is no light one: indeed the success of such an undertaking depends not only on the capacity of our Organization to finance, but to no less an extent upon the active co-operation of our locals and members.

In the first place it is desirable that our Magazine, as the Official Organ of the Alliance, should contain REGULARLY the news of the profession from all quarters of the province. Reports of Conventions, Important Meetings of Locals, Personal Notices, and Every Item of Interest, should without delay find their way to our editor, either directly or through the General Secretary-Treasurer. Unfortunately, in this respect, matters have not been all that could be desired, inasmuch as many secretaries of locals seem to feel that there is no obligation to communicate such reports of items unless requested to do so by letter or telegram from Headquarters.

In the second place, as there are several educational magazines in Canada, amongst which the A.T.A. Magazine holds by no means the lowest position, it is necessary to maintain as high a standard in the quality of professional articles published as the circumstances will permit. The personnel, and the calibre of Alberta Teachers is judged by outsiders and by the teachers of the other provinces in the light of the articles which appear in our Official Magazine. You will agree, therefore, that it is absolutely essential to have submitted to our editor a good number of excellent articles dealing with: Live Educational Topics, Problems of Pedagogy, Curriculum Making, Classroom Teaching and Administration. While it is true that at present it is impossible to pay for such articles, it is hoped that the time is not too far distant when something may be done along this line. In the meantime, however, every professional teacher should feel it his duty to assist in making our Magazine the very best possible of which our Alberta Teachers are capable. If you cannot write articles you may induce others to do so, and thereby help us materially. It is not necessary that long articles be attempted; indeed, we should much prefer to have a number of short half-page articles, provided such were bright, "snappy" and timely. We do not expect that every article should defend the Alliance point of view: as a matter of fact, a certain amount of criticism is always helpful and such would be equally welcome. If you do not feel like writing a formal article, you might give us the benefit of your opinion informally, which could be inserted under the heading, "Communications."

We should like, if possible, to enlarge the scope of our Magazine by including some new departments, such as, for example, "Question Drawer," "A Mathematical Problem Department," "Rural Teachers' Section." We have, further, the expectation of co-operating with the Normal School Staffs of the Province in such a way that special articles may appear each month embodying expert opinion on various views of educational work.

If our Magazine does not suit you, in all fairness, you owe us a duty of pointing out the error of our ways: this in itself would be an encouraging sign.

Finally, PATRONIZE A.T.A. MAGAZINE ADVERTISERS, let them know that you have at least noticed their advertisement, and thereby assist us in making the Magazine a financial success.

Yours very sincerely,

JOHN W. BARNETT,
General Secretary-Treasurer.

Has your Local yet appointed some one to report personal news items each month?

Obituary

It is with deepest regret that we report the death of Mr. Wilfred Harrigan, of Canmore, who passed out of this life on Sunday, November 13, 1921. Death was due to pneumonia after a brief illness of two weeks.

Deceased was a native of Ontario, but came West in 1916, to the town of Halkirk, where he taught until the call of duty led him to France in 1917. He was a member of the 31st Battalion and was severely wounded while on active service, resulting in the loss of one of his limbs through amputation. After spending one year in the Toronto Orthopaedic Hospital he returned to Calgary and in January, 1921, became vice-principal of Canmore Public School, which position he held at the time of his death.

Mr. Harrigan spared no effort to further the cause of the A.T.A. He officiated as secretary-treasurer of the Rocky Mountain Local, which includes Canmore, Banff and Bankhead. Mr. and Mrs. Harrigan, who was also of the Canmore staff, were delegated to the Annual Convention held at Edmonton, 1921. We feel that the Alliance has lost one of its most ardent supporters, and extend our deepest sympathy to his wife, who is left to mourn his death.

News**EDUCATION ONE THING ON WHICH STATE CAN'T AFFORD TO ECONOMIZE****Hon. Perren Baker Addresses Union of Alberta Municipalities.**

"The time has passed when we can expect to find a peasantry contented and willing to accept government at the hands of others. That kind of peasantry has gone. It does not exist. There never was a time in the history of this country when education was so much needed. The time is gone when we can expect to find a peasantry contented and willing to let others govern them. They are aggressive, and we must see that they are educated. The people have got to know something, because the very safety of the state depends on education."

It was in these words that Perren Baker, Minister of Education in the new Greenfield cabinet of the Province, gave pronouncement of his policies of education, before the Union of Alberta Municipalities in convention here yesterday.

This was Mr. Baker's first public utterance in Calgary since assuming the portfolio of education in the new Farmer-Labor government of the Province. He was called on rather suddenly at the convention yesterday by President Freeman, and spoke extemporaneously, but made it clear to the many delegates gathered from all parts of the Province that he did not favor the reduction of expenditure in education, no matter how heavy the burden might bear on the taxpayers of the Province.

"But if organizations such as yours can bring forward any suggestions looking to the reduction of that burden, without impairing the educational system of the Province, you may be sure that I will welcome them heartily.

Expenditure Can't Be Cut

"We must meet the demands of education," declared Mr. Baker. "The expenditures in this way cannot be cut down.

"The burden of taxation to keep up the schools has been heavy. The problems of taxation are many in face of conditions. Efforts to grapple with them have been sincere, but already we find that methods devised to meet the situation, such as the Tax Recovery Act, have not been successful in some of the districts of the Province. We find districts where the conditions have become such that people cannot pay their taxes, and lose their land, but even that does not bring the

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"I believe that organizations of all kinds, such as yours, can play a large part in assisting the government in the administration of the affairs of the country."—*Calgary Albertan*.

NO SURPLUS OF TEACHERS

The General Secretary of the Alliance, in conversation with *The Herald*, this morning, took strong exception to the idea gaining ground that there is an over-supply of teachers in Alberta. He made reference to an interview with Dr. Scott, Superintendent of Schools, which was published in the *Calgary papers*, stating that the Calgary Board had a very large number of applications on hand from teachers, and implying that the market for qualified teachers was overstocked.

"As a matter of fact," said Mr. Barnett, "I attended a large convention recently in which the unqualified teachers present in the room actually outnumbered those who were qualified, and I have not attended any convention of teachers recently where there has not been a considerable portion of those present of the 'permit' type.

"It was only a few weeks ago that the Superintendent of Schools for Medicine Hat recommended an appointment to his staff of an unqualified teacher on the ground that no qualified teachers were available."

When asked his opinion as to why Calgary had such a large supply of applications, Mr. Barnett stated that most probably the economic conditions in the rural districts are chiefly responsible. Crop failures and low prices for farm produce make conditions bad for the teachers. The School Ordinance provides that the Board pay the teacher not less than once each month, but the farmers have not the wherewithal to pay their school taxes; no money is on hand and the Board either decides to close the school or allow the teacher to continue serving without payment. The teacher naturally strives to be appointed where the pay cheque is more or less certain to be handed to him each month and this most probably accounts for the anxiety for so many to serve on the Calgary staff."

Mr. Barnett stated that during the fall earnest appeals were made to him by school boards to be supplied with teachers; in fact, the scarcity of teachers seemed to be almost as pressing as ever. But even were the hundreds of teachers who were applying for appointment on the Calgary staff out of employment, which is not the case, the rooms at present closed for lack of funds to carry on and the rooms at present taught by unqualified teachers, would provide many more vacancies than there are qualified teachers to fill them.—*Calgary Herald*.

FOUR CALGARY TEACHERS PRESENT RESIGNATIONS

Resignations from three of the public school teachers were handed to the School Board yesterday afternoon, making a total of four since Monday. Miss A. A. Hackett, grade eight teacher, at Prevocational, states that she will be unable on account of poor health to continue her work, and Miss Eleanor Mallory, East Calgary school, and Miss Katherine Mallory, of King George, state that they are leaving the city at Christmas time for the east. The resignations of all three will take effect at the end of December. The fourth resignation to be received in the two days was that of S. J. Dymond, of Crescent Heights High School, who is leaving for Victoria the first of the year. Dr. Scott, Superintendent of Schools, states that as yet he has not considered anyone to fill the vacancies, but that he does not anticipate much difficulty as he has a number of capable teachers on the waiting list.—*Calgary Albertan*.

Editorial Notes

The proposal to do away with school boards in towns and cities, by placing the administration of schools directly in the hands of municipal councils, did not really make much headway at the recent meeting of the Union of Municipalities in

Calgary. Although deriving no doubt, a color of recommendation from a superficial likeness to the system obtaining in the Old Country, the idea would acquire a much different setting in Canada, owing to marked differences in social and political conditions, and to the absence in Canada of a strongly felt educational tradition. Education is too serious and too important a business to be shuttle-cocked to and fro in municipal politics.

We have received the first issue, a double number for September and October, of the *B. C. Teachers' Federation Magazine*, and also the second issue under the name, *The B. C. Teacher*. Mr. Harry Charlesworth, President of the C.T.F., and General Secretary of the B.C.T.F., is the managing editor. The format is unpretentious, but very neat and in extremely good taste. One is struck with the absence of any advertising matter, which gives the magazine a somewhat patrician air, and, certainly, a well-fed appearance. Here's health and long life!

This second issue contains an exhaustive account of the whole history of the New Westminster affair. It is the familiar story of an autocratic school board and some teachers who insist on being treated as men and women who perform a most important public service. It is a fight for justice to the profession and the protection of its inherent rights, and Alberta teachers have no choice but to stand solidly behind their New Westminster confreres.

A large number of Edmonton teachers is attending the classes in Educational and Experimental Psychology at the University of Alberta. These are, we understand, the only graduate classes in Educational Psychology west of Toronto, and it is expected that the University will soon offer a full intra-mural course for the degree of Bachelor of Education. A real profession requires really professional scholarship.

Hon. Herbert Greenfield, Premier of Alberta, recently made an announcement of great interest to the civil servants of the Province, according to the *Edmonton Journal*. He stated that the government would interfere in no way with the free exercise of the franchise by civil servants. Civil servants may vote as they please, even against the government. They may work against the government if they so desire, provided they do so out of business hours. Political opinions or sympathies will have nothing to do with any appointment to the service.

This kind of talk is indeed welcome and refreshing. It revises some of our old notions about "public servants,"—ideas that had a considerable vogue during the Provincial election in July, and that were rampant with almost savage vociferance during the Edmonton municipal elections of a year ago. "Nous avons changé tout cela."

In a recent interview in the *Calgary Albertan*, Mr. John T. Ross, Deputy Minister of Education, states that the Department will not revise the public school readers now in use without consulting the teachers who use these text-books daily in their classes. Accordingly, a committee of teachers from different parts of the Province is soon to be appointed to consider a change in text-books, since, in the opinion of the Department, teachers who use the books daily in their classrooms are better fitted to pass judgment on the new books than members of the executive of the Department.

The soundness of Mr. Ross's policy is to be commended. The teachers will be as glad to co-operate with the Department in text-book revision, as they were in the matter of curriculum-revision. And in view of the attention which this magazine gave to the text-book situation a year ago, we may, perhaps, be permitted to express a hope that in the matter of the choice and supply of text-books the interests of pupils and of teachers will henceforth be given priority over the interests of Eastern book houses. Too often it has seemed that the text-book supply was a matter of large contracts and subventions rather than of adequacy and continuity.



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Editorial

A MERRY CHRISTMAS!

In placing this our Christmas number in the hands of our readers we proffer our best wishes for a happy and joyous Christmas-tide.

It is not impossible that the oft-recurrent Christmas message of peace and good-will on earth may this year, in the light of the Washington Conference, and in the hope of peace in Ireland, give us the courage to beat our swords into ploughshares and our spears into pruning-hooks.

We take the liberty of reproducing on our front cover-page a pretty little Christmas poem written in France in January, 1916, by a Canadian author, Frederick George Scott, senior chaplain of the First Canadian Division.

CONGRATULATIONS TO THE U.F.A.!

However one may view the result of the recent Dominion election as a whole, no one can fail to be impressed with the striking result achieved by the organized farmers of the three prairie provinces. And certainly the teachers of Alberta have had from the U.F.A. a second object-lesson in the value of organized effort. We accordingly offer to the successful farmer candidates our heartiest congratulations.

The Farmer-Labor candidate for West Calgary, Joseph T. Shaw, LL.B., seems to have the distinction of nearly defeating Hon. R. B. Bennett, a redoubtable opponent, and a cabinet minister besides. Mr. Shaw began his career in the West as a teacher. As we remember him "at Normal" in 1901, he was the class "orator," and gave promise of being a future parliamentarian. A subsequent change from the work of teaching to the field of law brought him greater opportunity.

THE NATIONAL COUNCIL OF EDUCATION

The first meeting of this body was held in Winnipeg, in October, 1919. According to reports which appeared in the Winnipeg papers at the time, the expenses of that gathering were met by a grant for the purpose, from the Winnipeg Rotary Club, of some \$33,000. Another meeting of this Council will be held at Toronto during Easter, 1923; and the expenses of this meeting are to be defrayed by the Toronto Rotary Club, whose guests the members of the Council will be on that occasion.

Now it is true that many "good Canadians" will concede without hesitation to the principle of national education. The Dominion Government has already established a precedent by making grants for technical education in the several provinces; and there is a growing body of public opinion in favor of meeting the obstacles to federal control of education throughout Canada with an amendment to the B.N. A. Act. Such a result is, of course far in the distant future: much fiery discussion, and several "hot" Dominion elections intervene. Insofar, then, as it is deemed desirable to set up an agency which will directly foster a national spirit in Canada by envisaging educational problems from a national point of view, we can applaud the public-mindedness shown by these leading Rotary Clubs, of Canada in giving

an initial impulse to this movement for national education, and in meeting the difficulty of financing it.

But fostering as it is of some Canadian Rotary Clubs, this body styles itself the "National Council" of Education,—a somewhat high-sounding title, truly, which no doubt anticipates a "de jure" recognition of what is yet but a "de facto" right. And immediately one must ask: By what right or color of title does this self-constituted "Council" assume the dignity and prerogatives of a broadly-based national body, having that legal and constitutional power which is vested in territorial democracy? A "National Council" can derive its origin only from the people of Canada as a whole: the members of such a council must be chosen by the people on the outside,—not by the "élite" and the "illuminati" within.

And yet this latter seems to be the precise policy which the National Council is adopting. A number of local committees of the Council are now being formed at various centres throughout Canada, the members of which are co-opted by the executive of the Council; that is to say, certain persons at each centre are invited by the secretary of the Council, Major Ney, of Winnipeg, to sit on local committees.

Hence it comes that the Alberta Teachers' Alliance is interested in the procedure and doings of the National Council of Education for several reasons:

In the first place, the Alberta teachers' organization has adopted and is supporting the principle of national education. Much publicity has already been given to this question in Alberta.

Second, because as an organization affiliated with the Canadian Teachers' Federation and having the same aims and objects, the Alliance definitely asked a year ago for representation on the Council. The mere fact that the President of the Canadian Teachers' Federation is himself a member of the National Council, does mean that the Council has accorded representation to the Canadian Teachers' Federation. Rather is it in the nature of a happy accident, than a concession to the principle of responsible representation. Nor can it be argued that the membership of a sprinkling of school superintendents and university professors gives representation to the vast majority of Canadian teachers. All bodies and organizations that are interested in education ought certainly to have the full right to send the representatives of their choice to sit in the National Council. The principle of "hand-picking" local committees from within cannot fairly be said to square with democratic procedure.

The final reason is that teachers have learned to maintain an attitude of suspense verging on suspicion in regard to the control of educational policy by any body or group in which teachers are not adequately represented. The American Federation of teachers has been fighting this sort of thing for several years. Their very watchword, "Democracy in Education" is an antidote to 100% Americanism. So in Canada our "intelligentsia" are, like the wily Hippomenes, taming a fleet-footed Atalanta, flaming-robed and proletarian, by casting in her way golden apples shaken from the tree of knowledge. Rhetorical idealism about education can mean anything or nothing: it is antecedently as likely to speak for camouflaged reaction as to represent an aggressive democracy.

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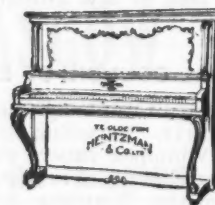
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The New Westminster Situation

John W. Barnett,
10701 University Avenue, Edmonton.

A few Alberta teachers have applied for Westminster. Doubtless not members of organization. Will send names later. Are all newspaper advertisements covered? Please give all publicity possible to fact that teachers resigned in body as protest against unfair treatment and are standing solidly together until all reinstated. We are mailing information to all applicants. All going well.

HARRY CHARLESWORTH,
President Canadian Teachers' Association.

In regard to the resignation of the 74 teachers of New Westminster, B.C., the B.C. Teachers' Federation has issued the following circular:

BRITISH COLUMBIA TEACHERS' FEDERATION 405-6 Campbell Building, Victoria, B.C.

November 25th, 1921.

CIRCULAR TO PRESIDENTS, SECRETARIES AND UNATTACHED MEMBERS

Dear Sir (or Madam):

The New Westminster situation has again reached a crisis. Seventy-four teachers were present at a meeting held last Saturday by the New Westminster Teachers' Association, when the following resolution was passed unanimously, and all of the teachers present immediately wrote out their resignations and placed them in the hands of the Association Secretary, and they have now been forwarded to the School Board:

"WHEREAS the Citizens of New Westminster through their duly elected representatives, have failed to carry out their agreements made through those representatives with their teachers, we the New Westminster Teachers' Association hereby give notice of our intention to cease to serve the City of New Westminster after December 31, 1921, and herewith hand in our resignations to that effect at once; and we will refrain from serving the said citizens of New Westminster until such time as the citizens, through their representatives, are prepared to agree to conditions of service satisfactory to the teachers, as set forth in any agreement into which we may enter."

The above resolution is self-explanatory. A short review giving the whole history of this trouble is being prepared and will be mailed to you at the earliest possible moment. In the meantime, the following excerpt from the *Vancouver Province* explains the situation fairly well:

"TEACHERS PLAN TO CEASE ALL WORK—Object is to enforce terms of arbitration award on salaries:

"A new whiz-bang is about to be launched against the School Board, according to reports which are given absolute credence here, although no official information can be secured from the Teachers' Federation.

"It will take the form of a cessation of work which will not be a strike, but will have all the effects thereof. The plan is for every teacher in the city to hand in his or her resignation before the end of this month, thus complying with the Act.

"It will certainly be impossible for the Board to engage a sufficient number of teachers or anything like a sufficient number to fill their places. Indeed, so thorough is the teachers' organization it is doubted whether they can get any.

"The teachers' object of course is to enforce the award of the Arbitration Board which granted them increases in salary, no part of which has been paid, and incidentally to see that they are re-engaged on a salary basis satisfactory to them."

Would you take every possible step to bring this matter to the immediate attention of all the teachers of your district, so that they may be made fully acquainted with the details of the situation. The Federation executive, after full investigation, has endorsed the action taken by the teachers, and I am sure that the New Westminster teachers would appreciate any action which you may take to acquaint them of your full support in their endeavors to have their Board keep the agreement which their representatives signed.

The teachers are being denied common justice and fair play, and in standing out against such treatment they are fighting for principles absolutely vital to the whole of the teaching profession.

Thanking you for speedy attention, I am

Yours sincerely,

HARRY CHARLESWORTH,

General Secretary.

The following clipping from the *Vancouver Province* throws light on the situation:

Teachers in Rebellion; All Resign!

New Westminster, Nov. 23.—Seventy-four teachers of the Royal City's high school and public school staffs have tendered to the School Board their resignations, to go into effect December 31, it was learned today.

A meeting of protest against the Board's continued refusal to carry out the award of the Arbitration Board last May, whereby the New Westminster School Board was to adopt in toto the British Columbia Teachers' Federation's scale of salaries, was held Saturday in the Y.M.C.A. here. George Ford, president of the New Westminster branch of the Federation, occupied the chair. Seventy-four teachers attended the meeting and seventy-four resignations were ready to be mailed to the School Board Secretary, Robert Gray, when the motion came to adjourn!

Embodied in the motion to resign were clauses whereby the teachers agreed that none should return to his or her class until all their associates had been restored and, also, that whatever action the Federation took regarding the matter the teachers would act as a unit. Recognition of the Federation and collective bargaining are the two chief aims of the New Westminster branch.

Trustee's Daughter Remains

Representatives from Vancouver, North Vancouver and Victoria attended Saturday's meeting and pledged their support. Both the British Columbia and Dominion Teachers' Federations will support the New Westminster teachers in their stand against what they allege to be unfair treatment from the Board.

Three or four teachers neither attended the meeting nor resigned. One of these was Miss Reita Gillie, daughter of a school trustee, Mr. J. R. Gillie. In 1918 Miss Gillie was made first assistant to F. O. Canfield, principal of Lister school, over the head of another young woman, a University of Toronto graduate, and a teacher recommended for the post by both Mr. Canfield and Inspector John Martin. In the past three years Miss Gillie's salary has jumped from \$1,000 to \$1,700 a year, while various other tried teachers have received no increases. The board does not follow a schedule of automatic increases, but raises or lowers the individual teacher's salary according to its own judgment.

Of a Fighting Family

Miss Phyllis Dockrill, a niece to T. J. Trapp, chairman of the School Board, is taking the stand with the other New Westminster teachers.



PROVINCE OF ALBERTA

THE MOTOR VEHICLE ACT

The administration of the Motor Vehicle Act is under the direction of the Hon. Herbert E. Greenfield, Provincial Secretary of the Province of Alberta. The registration fees are as follows:

FEE FOR REGISTRATION

\$5.00 in the case of a Motor Cycle, and for any other motor vehicle according to the length of wheel-base in inches as follows:

LENGTH OF WHEEL-BASE IN INCHES.

For motor vehicles not exceeding 100 inches.....	\$15.00
Exceeding 100 inches but not exceeding 105 inches.....	\$17.50
Exceeding 105 inches but not exceeding 110 inches.....	\$20.00
Exceeding 110 inches but not exceeding 115 inches.....	\$22.50
Exceeding 115 inches but not exceeding 120 inches.....	\$25.00
Exceeding 120 inches but not exceeding 125 inches.....	\$27.50
Exceeding 125 inches but not exceeding 130 inches.....	\$30.00
Exceeding 130 inches but not exceeding 135 inches.....	\$32.50
For every motor vehicle exceeding 135 inches.....	\$35.00

(The above fees include cost of one set of number plates)

NOTE: By wheel-base is meant the length in inches from centre to centre of front and rear hubs.

DEALERS' LICENSES

FEE FOR REGISTRATION

The fee for registration shall be \$25.00 and \$1.00 for each set of number plates for three motor vehicles. Provided, however, that additional number plates may be supplied to a manufacturer or dealer in motor vehicles on payment of a fee of \$10.00 for each additional set of number plates.

Hon. Herbert E. Greenfield

Provincial Secretary.

Last May, an arbitration board, including T. J. Trapp, of the School Board, Harry Charlesworth, of the New Westminster Teachers' Federation, and Magistrate Shaw, of Vancouver, decided in favor of the adoption of the Federation's scale of salaries, the award to go into effect immediately. In June the matter was submitted by referendum to the citizens of New Westminster and the measure was defeated. The Board refused to accept the finding of the Arbitration Board on the plea of "no money."

Last month another vote was taken and, in the absence of one trustee, Mrs. T. H. Smith, the balance swung in favor of the teachers and that the award be carried into effect at once. Another board meeting was held November 14 and the subject again put to a vote. Mrs. Smith was present and with Trustees Gillie and Harvey Streight, against, tied Trustees Sam Bowell, George Wilson, M.D., and Wells Gray, for the award. Chairman Trapp cast the deciding vote and defeated the award. The teachers' meeting of protest last Saturday followed the Board's decision.

T. J. Trapp's Statement

Interviewed tonight on the subject of the teachers' resignations, Chairman Trapp said:

"I don't know anything about it. I think the teachers would be very foolish to throw away a certainty for an uncertainty. There will be no trouble in filling their places. I think they should be satisfied with their present salaries."

"Would you accept their resignations?"

"As far as I am concerned, certainly!"

According to the constitution of the Teachers' Federation, no member would be allowed to fill the vacancies on the New Westminster staffs, should the resignations of protest be accepted.

Helium and the Helium Family

By E. D. Campbell.

The rather recent destruction of certain dirigibles including the fatal ZR2 owing to the inflammability of hydrogen and its explosive property when mixed with air in the presence of heat, has caused the eyes of the world to focus upon the second lightest gas, which although twice as heavy as hydrogen, is still more than seven times lighter than air and is non-inflammable.

This gas called helium belongs to a family of five new gaseous elements, all of which are totally inactive chemically, and have been discovered in the air within the last twenty-seven years in the following way. Air freed from carbon dioxide and water vapor was passed repeatedly over red-hot magnesium. Both the oxygen and nitrogen of the air combined with it, forming magnesium oxide and magnesium nitride, both solid substances; still a gaseous residue always remained. This process was followed more than a hundred years ago by Cav-

endish, but he did not realize that he had separated any new element. In 1894, however, two British chemists, Lord Rayleigh and Sir Wm. Ramsay, succeeded in separating this remaining portion of the atmosphere into five new elements: argon (inert); neon (new); krypton (hidden); xenon (stranger) and helium (sun).

Argon, the most abundant of the group, occupying 94 parts to 10,000 parts of air, was the first to be discovered; its name was taken from a Greek word meaning "lazy" or "inert" because it does not combine with any of the elements.

Although helium was first discovered by Ramsay in 1895, its history dates back as early as 1868, when Sir J. Norman Lockyer discovered by a spectroscope that a hypothetical element was present in the gases surrounding the sun, it giving a characteristic spectrum having a distinctive yellow line D3 which lies close to the two sodium lines D1 and D2 toward the violet end of the spectrum. In 1869 Lockyer and Franklin named it helium from the Greek word "helios" meaning sun. In 1892 Palmieri observed its earthly occurrence for the first time while studying spectroscopically a substance which had been thrown out by Vesuvius. But since 1895 it has not only been found in the air, but is evolved when certain rare minerals as cleveite, uraninite, and broggerite are heated alone with sulphuric acid or with sodium bisulphate. It also occurs in small commercial quantities to the extent of nearly one per cent. in the natural gas found in certain localities in Kansas, Texas and Alberta. It is separated by fractional distillation of the liquefied gas, its boiling point being -268.7°C . The liquefaction of helium at a temperature of within 2 of absolute zero was first accomplished in March, 1908 by H. Kamerlingh Omnes of the University of Leiden. In addition to helium being found in the air, certain minerals and natural gas, it has recently been demonstrated by Ramsay and Soddy that helium is one of the decomposition products of radium emanation.

No use is known for any of the gases of the helium family except helium itself. Its production on an extensive scale began during the war, when it was proposed to use this gas for filling balloons and dirigibles, but if so used it is thought that the supply from the British Empire would be far from adequate for the British air fleet.

The Scientific American points out that one way of economizing it would be to use it in the compartments adjacent to the engines and says as to various industrial uses, it may be used for filling tungsten incandescent lamps, especially for signal purposes where rapid dimming is essential and for producing gas arc lamps in which tungsten terminals are used. It further states "that helium is invaluable in spectroscopy, and for various other laboratory uses. Elihu Thomson has suggested that if divers were supplied with a mixture of oxygen and helium, the rate of expulsion of carbon dioxide from the lungs might be increased and thus the period of submergence might be considerably lengthened. The widest application of helium, however, appears to be in the field of low temperature research, as liquid helium enables one to reach the lowest temperatures attainable by any means."

The Relation of Education to Social Progress

By R. V. Howard.

[This is the last of a series of four articles. The first appeared in the July number, the second in August, and the third in October.—Ed.]

IV.

In any discussion on the influence of ideas on the course of civilization there must be a wide divergence of opinion. To some it seems that civilization is the development and growth and decay of ideas, or again that human history is the handi-

work of God, or the blind working of economic forces, or an obscure biological phenomenon in an obscure corner of the universe. If we regard progress in terms of morality or happiness it is merely a matter of opinion as to whether there has been any marked advance within the historical period. If, however, we regard progress, as the change in the equipment, tangible and intangible, which man invents, uses and preserves, or destroys in his attempt at adaptation to his environ-

ment or what he thinks is his environment, we may, perhaps, consider happiness as his own measure of the success of his efforts, and morality as his judgment of their value. Happiness, either as an end in itself or as a by-product of life, seems undoubtedly as an indication of the degree to which an individual feels himself fitted to a particular set of circumstances. Moral ideas, on the other hand, may be regarded not only as the final judgment of man on his efforts, but also as one of the tools he uses in coping with life. Social progress, then, may be regarded as the movement or change or evolution in the body of culture, technology, art, science and philosophy of mankind without regard to the result of such movement, or its measurement in terms of happiness or morality.

The relation between thought and social progress is something which has never been accurately gauged. We have seen that in a general way man has adapted his mind to the conditions in which he found himself. As an animal, he has a mind which takes care, more or less adequately, of his body. As a primitive man he thought crudely in many respects, and jumped to conclusions. In Greece he developed unexpected critical modes of thinking. In the middle ages he used his logic in the service of supernaturalism and authority. With his scientific mind man modified his environment so rapidly that he finds it more difficult than ever to grasp its complexities. As a modern he has inherited much, but also lost much, that he had so carefully gathered. He finds it difficult to emulate this inheritance and it would seem necessary that he should consider more carefully the function of education in utilizing knowledge and thought in his service.

Even those who deny to the thoughts of men any great share in shaping the course of history, seem to assume tacitly the implication that their own ideas will have some influence on the minds of those about them. It would seem that every man consciously or unconsciously tries to mould the thoughts and ideals of his associates, whatever his opinion may be on the ultimate relation between thought and life. This tendency in man to impress his way of thinking on others is conditioned by fear of new things on the one hand and curiosity on the other. When the survival value of established methods and ideals becomes questionable, progress or change is dependent on curiosity and the absence of fear.

The importance which mankind attaches to its ideals may be judged by the attitude toward the young. In education in the modern world we inherit the tendency to regard the young as the instruments for the carrying on of the particular ideals of the group to which they belong. This means that the ideals are deemed of more importance than the child. In democratic communities the result has been a determination to produce a uniform level of mediocre thought. This determination has arisen from the use of education as a state institution and from the fear of disruptive, critical thought.

Those who shape educational policy aim at strengthening the group to which they belong. This group is usually the nation, the church, or the class. The instruction given, the knowledge withheld, the prejudices and complexes to be propagated, the whole body of material for study, ranging from ascertained facts to formal manners and mythology, must conform to the main purpose. This selection is not necessarily made in an intelligent way nor is it always even consciously made, but is the result of the opinions, principles or prejudices of those who formulate educational policy.

Another factor which, in democratic countries, is coming to have a selective influence on thought, consists in opinions of classes, creeds, and parties within the state. In order that each group shall have an even start in the task of furthering its own set of beliefs, opinions, and dogmas in the minds of its own young, the educationist must be strictly neutral; that is to say, non-committal or dumb on the most important questions which rise in the minds of men. On these questions the

child is met with vagueness until he is poured full of the dogma of his own sub-group.

History and history text-books are the fields which these selective factors enter most conspicuously. History must be taught and written so as to foster national pride in the young. Events and their meaning to the human race are contorted till they fit the frame. Every country has its own peculiar interpretations of events which concern all mankind. In Alberta, for instance, a course in history must serve to glorify Canada and the Canadian West. It must also continue to please everyone. It must not offend Liberals or Conservatives, or the Daughters of the Empire, or the Lord's Day Alliance, or the Methodists or Roman Catholics or Christian Scientists, or the banking interests or the railroad interests, or the United Farmers or the Labor Party, or the W.C.T.U., or the Orangemen or the Great War Veterans or the Teachers' Alliance. It must cast no reflections on Jews or Mormons, or Galicians or French-Canadians, or Nova Scotians. It must not compare the democratic institutions of Canada with those of other countries in any way which might suggest that ours are not the best. It must continue to close the mind of the child to the other side of the argument.

The plea is made that if the young were not presented with this idealistic attitude they would become cynical with regard to their country. It is possible, however, that the reaction from this pious attitude gives rise to much more cynicism and far less desire for truth than a more open method of presentation would produce. Politicians ask teachers to inculcate in the young a feeling of respect for politicians and the law. That is precisely what the school is trying to do. Unfortunately the reported actions and utterances of politicians and those concerned with the law vitiate to a great extent the pious belief so sedulously created.

One of the chief causes for the gulf that lies between learning and life is the practice in education of impressing pious beliefs on the minds of the young. Indeed, *the aim of education has been to produce belief rather than thought.*

What are the dangers of thought? If men set out to produce an atmosphere of free inquiry on such matters as morals, nationalism and international relations, religion, sex, economics, would the world go to the bad? What does free inquiry threaten? If teachers regarded knowledge as the road to wisdom rather than the road to degrees, jobs, wealth, social position, and the maintenance of the status quo, what would happen? Would that strange thing we call human progress come to an end?

To Atlas

By Toberr B. Rowning, B.P.

Great Titan! doomed by Jove's decree
To groaning fate. Eternally
Beneath thy crushing burden bowed,
Unpitied, slave of Master proud;
From age to age, (unending curse)
Condemned to bear the universe;
Look up! A respite 'twere to know
A brother-slave of toil and woe.

Behold this helot of the school!
This new-age Atlas see! by rule
And sottish custom doomed, as thou,
To slave at tyrant's will, and bow
His shoulders 'neath a galling freight,
That stoops his soul with bitter hate
Of wrong unjustly borne, Ah, well
Thou knowest the Ineluctable.

This laden bondsman and his woe,
Sad son of Saturn, wouldst thou know?
What cruel fate, what wicked god,
What pitiless, pernicious fraud

Piled up that mount of crushing load
To curse an earthly pilgrim's road?
So ponderous and high it springs,
It masks the anguish that it wrings.

O patient Titan, pitiful,
He is a man who teaches school
By day; but when night's shadows fall,
And toilers flee from labor's thrall,
He lights his lamp, and stoops his head,
Unnumbered reams before him spread
Of cap, scrawled full of drooling screeds,
And reads, and reads, and reads, and reads.

With eyes ablur and brain afire,
He can not, must not, dare not tire,
Till midnight bans the dreary text,
To be continued on the next.
And night by night, he seeks his cot,
With drivel daft, with drool distraught.
He says no prayers; he sings no psalms;
But slams his desk, and damns "exams."

Who laid this burden, wouldst thou ask?
Whose fiat keeps him at this task?
What insolence, what monstrous rage
Compels this shameful peonage?
Alas, great Titan, none can tell;
He perished when the Deluge fell.
'Tis thought he was a man of brains
And teachers, therefore, love his chains.

O Atlas, patient, strong and great,
What Hercules will lift this weight?
When comes the Anarch, daring, strong,
To smite this cruel, senseless wrong?
What God annul the curst decree:
That what has been must always be?
When peals the doom of fools and knaves?
And teachers are no longer slaves?

BLISS CARMAN—AN IMPRESSION

(On the Occasion of His Recent Visit to Calgary)

Elizabeth M. MacNab

"Set him before me; let me see his face," said Julius Caesar. "He is a dreamer; let us leave him—pass."

How often there comes a similar situation in life! Fate or accident "sets him before" us; we get an impression, draw conclusions, perhaps no more justifiable than that of Caesar, and pass on. But the impression remains and is probably true in outline, though closer study means much filling in of detail.

So it was with Bliss Carman, sometimes called the poet-laureate of Canada, until a few days ago only a name connected with some lyrics of melody more or less haunting, now a real thing—a personality of which his poems have become a part.

And how shall we set him forth? The tall, slight man, who entered so quietly and unobtrusively that one just saw him sitting there pale and almost languid, with the light shining on the dull golden hair and on the glasses, those concealers of the soul. When he rose, slowly and gracefully, and began to speak, the voice seemed the dominant note in the harmony and accentuated strongly the effect. Not clear and vibrant, though heard fairly well, but of pleasing quality and very sympathetic, with always a slightly plaintive tone, which in the reading of certain poems became touching and penetrating.

Then came the poems to round out and fill in the impression, for always the poem seemed part of the man and the

man shone through the poem. A fine sensitiveness to the beauty of nature, particularly the simple beauty of stream and flower and bird, to the wind in the trees and the waves on the shore of his childhood home; a feeling still warm for the aspirations and imaginings of boyhood; a touch of mystic pantheism which finds God in the sunset and the age-old wall of stone. A beautiful soul expressing itself in beautiful thought which rose and fell with the melody of the metre, so finely attuned to it, though less insistently musical than his earlier "Pipes of Pan." Such was Bliss Carman.

Yes, and a beautiful world is his, could one but dwell there! But the mere noise of the street cars kept reminding us, even as he read, that though we might withdraw into that quiet bay where his soul rested, yet the stream of life was ever sweeping on and that soon we would be caught again and whirled away. Does this poet of gentleness, who ignores even the storms and the destroying forces of nature, know anything of the fierce tempests of the human soul, or of the ugliness and evil of the world? Or does he, we wonder, but turn away his head and refuse to see them? In "Roadside Flowers" there sounds, it is true, an echo of the universal struggle of the human soul for freedom, but how beautifully ordered and how submissively obedient to the "Master of the Garden," that God of the ordinary man who sends the rain and the sunshine and who rewards his priests and his followers! What would this poet do with the soul of a Caliban or a Macbeth?

In the few ballads he read he issued, as it were, from his quiet retreat. But the atmosphere was strange and ungenial. None of the vigorous swing, the abrupt rise and fall, the quick dash of the real ballad; his legends rippled quietly on in commonplaceness. And what a faint and far away echo of the war comes to us in the "Man of the Marne"! Neither the panting energy nor the breathless suspense of that terrible upheaval, not even the paeon of victory or the despair of defeat came home to us in this tribute to Ferdinand Foch, made less effective still by the plaintive tones of the reader.

In a word, a poetic gift expressing the beauty of a poet soul but in restricted compass. He who would turn aside to spend a quiet hour with Bliss Carman will not go unrewarded. But if he is our poet-laureate, Canada still awaits a great poet, a poet whose penetrating insight can find also the beauty beneath the crudity and seeming materialism of our national life, and who can reveal to the world that energy and zest of living, that buoyancy of spirit and fire of youthful hope which burns in the soul of our young nation.

Immaculate City of "Culture"

By "Elegy"

This is the city unsullied; the immaculate city of Culture!
The noise of the world, and its fretting, dies on the outermost
bastions.

Deep is the water around it, raised is the drawbridge, and
lowered

The grim portcullis that guards it.

Hoary and gray are its precincts; heavily leaded the windows
Where the sunlight, filtered in passing, in patches of amber
and twilight.

Falls on the age-worn pavement and the ghostly candle-lit
altars.

The boisterous winds are banished and the narrow alleys and
courtyards

With the leaves of long-dead autumns making a carpet of
silence

Muffle the solemn footsteps of the studious "Dons" and the
children.

Only across the cloister, the plaintive chanting of plain-song
Bears the pontifical message of the white-stoled High Priest
of culture

While over the wrapt assembly hovers the benediction:

"Only my chosen are blessed; only the few and the hand-
picked

"Untouched by the dirt and uncleanness, unmoved by the
noise and the clamor,

"Founded in grace, and impervious to the lure of the world
and to its evil.

"Here, as the High Priest of Culture; in the faces of you who
are chosen,

"I brand them all as pariahs, outcast and banished for ever!

"These grimy toilers in workshops! these shameless and
noise-raising people,

"With their evil and crafty inventions.

"Here in the City of Learning, in the calm of a twilight un-
ending

"Shall we tend the shrines of our fathers, and muse on the
lore of the ancients,

"Ne'er shall our drawbridge be lowered, ne'er shall the inso-
lent tramping

"Of the hob-nailed boots of the soapless, shatter the hush of
our cloisters.

"Only our children shall grace them, with the sheen of their
cuffs and their collars,

"And the faultless cut of their garments, and their beautifully
manicured fingers.

"This is the city unsullied! The immaculate City of Culture!"

Canadian Book Week

By W. Everard Edmonds, M.A.

(Member of the Canadian Authors' Association.)

At a conference held in the city of Toronto in the month of September, under the joint auspices of a special committee of the Canadian Authors' Association, and the Publishers' Section of the Toronto Board of Trade, an agreement was reached for the holding of a Canadian Book Week during the week beginning November 21st. Elaborate plans were made and, so far as one can learn, these were successfully carried out in every province of the Dominion. The primary purpose was to interest the reading public in the work of Canadian authors, and A.T.A. readers may be interested in knowing what was done in Alberta.

Early in November the executive of the Alberta branch of the Canadian Authors' Association, which has its headquarters in Edmonton, made complete arrangements to co-operate with the Department of Education, the Extension Department of the University, the Press, the leading City Libraries, and various clubs and societies in calling attention to Canadian literature. Fortunately for the Committee, the coming to Alberta of Bliss Carman, Canada's foremost poet, a few days before the beginning of Book Week, greatly stimulated interest in the project. Dr. Carman gave readings from his works at an open meeting of the Women's University Club, and addressed the students of the University. Before leaving for Calgary and Lethbridge, where he spoke to large audiences, he was entertained by the Edmonton branch of the Canadian Authors' Association, as well as by the Writers' Club, a student organization which has been doing excellent work under the guiding hand of Mr. Paul Wallace, Secretary of the Edmonton C.A.A.

During Book Week itself, a number of important articles dealing with Canadian literature appeared in the daily press of the Province, and the booksellers throughout Alberta made a special display of Canadian books. In Edmonton, the Book Exhibits at the University and the City Library deserve special mention, and reflect great credit on Miss Jessie Montgomery and Mr. E. L. Hill, who were chiefly responsible for these really excellent displays.

The Extension Department of the University, through its weekly "Bulletin," sent special articles to all parts of the Province, and provided special speakers to address various clubs and community leagues. Mr. E. A. Corbett, who was chiefly responsible for this part of the work, himself addressed the local Rotary Club on "Canadian Humorists and their Humor."

Perhaps the outstanding address of Book Week was that given by Dr. E. K. Broadus before the Edmonton Board of Trade. Taking as his subject, "Literature and Nationality," Dr. Broadus pleaded for a greater appreciation of the works of Canadian authors, and suggested that much more of their work might properly be included in the text-books of our schools.

The point is well taken, and readers of this magazine would do well to peruse the article sent out by the Canadian Authors' Association to teachers everywhere throughout Canada. I refer to the reprint of an article by Miss Marion Lockhart, entitled "Poets and Prose Writers of Canada." Though brief, this outline of the work of our leading authors, contains a fund of valuable information, and it is to be hoped that teachers in Alberta will use it as a basis for a series of talks on Canadian literature. The Associated Publishers have decided to offer five hundred Canadian book prizes for the best school essays on this subject, and the competition will close on December 31st. Teachers are requested to send only the best essays from their schools, and these are to be sent to Findlay I. Weaver, Executive Secretary, Canadian Authors' Week Campaign, 263 Adelaide Street West, Toronto. The best five hundred essays will be selected by a committee named by the Canadian Authors' Association.

When these school essays are forwarded to the Secretary, particulars as to the ages of the pupils should be attached, as this information will be taken into account in awarding the prizes. Alberta has a number of excellent writers, but it is hoped that this number will be largely increased by teachers encouraging those pupils who show promise of literary ability to enter the present competition.

And what of the teachers themselves? To those of literary tastes the Canadian Authors' Association holds out its hand. The members are divided into two classes, active and associate. Active membership is open to all who have published books or contributed articles, stories or poems to standard magazines. The rules regarding associate membership are much less stringent. The aim of the executive is to encourage all who are genuinely interested in the development of Canadian literature, and who have done a little writing, to qualify for active membership later on. Doubtless there are numbers of teachers in this Province who are in that position to-day, and if the present writer has said anything to induce them to join the Canadian Authors' Association or even to co-operate with the Executive in carrying out the various phases of its work, he will feel that his words have not been in vain.

VERY MUCH AFRAID

"Goin' in that house over there?" said the first tramp.

"I tried that house last week. I ain't goin' there any more," replied tramp No. 1.

"Fraid on account of the dog?"

"Me trousers are."

"Trousers are what?"

"Frayed on account of the dog."

Why Queensland, Australia, Has No Teacher Shortage

By Josephine Colby, Field Secretary, American Federation of Teachers

(In the Federal Conference on Education held in New York and other cities recently, Dr. P. P. Claxton, United States Commissioner of Education mentioned the Queensland plan of "zoning" teachers as one of the best he had heard of for equalizing educational opportunities. Miss Colby interviewed the Queensland Premier and describes the plan in the following article.)

Enough teachers, well trained teachers, men as well as women, in the rural schools. Some one asked me, "Is that a dream of heaven?" and I had the pleasure of saying, "Those are the facts about the schools of Queensland, Australia." When Edward Theodore, Premier of Queensland, was in the United States last year he gave me the most interesting interview on the subject of schools that it was ever my good fortune to hold. The chief feature of it all was that everything was different from what we are used to. In the Antipodes we expect everything to be upside down. Certainly from our point of view, things in Queensland are all topsy turvy; but after mature consideration I began to wonder whether, after all, Queensland might not be right side up and we the ones who are headed the wrong way.

How do they manage to maintain a healthy condition of the rural schools with just as good teachers in the country as in the town? How do they keep plenty of teachers, and, moreover, plenty of men? It is all due to a system, democratically conceived and nationally administered—a system which recognizes equality of opportunity for teacher and child alike. It is not at all like that in the United States. Bear that in mind.

Fluctuations in Pay

In America we have in practice no standard, either of qualification or of pay. Throughout the United States the widest fluctuations in pay prevail. A New York principal will receive \$5,500, but a principal of a Texas high school may receive as low as \$700 a year. The Texas principal might be the superior of the New York man in training and other qualifications. Whether a teacher will receive good pay or poor pay depends upon the accident of location. In one town good salaries may prevail; in another town of the same size, in the same state, there may be a variation of nearly \$1,000. Worst of all, because most serious in its far-reaching consequences, is the difference between the salaries of city and rural teachers. In the United States we have done about all that can be done to discourage men and women from teaching in the rural schools. The average salary of the Tennessee rural teacher is \$258 a year—an effective deterrent to teaching in the country schools of Tennessee. In short, the teaching market in the United States is not good, is not stabilized.

The reason they can have good teachers in the rural schools of Queensland is because the whole school system of Queensland is standardized. A teacher does not fall into good fortune by accident, irrespective of location or of qualification. A teacher of qualification doing a specific type of work under definite conditions knows within a definite range what his compensation will be. There are three classes of teachers, and to each class attaches a range of salary between a specified minimum and maximum. A teacher in the third class cannot be put in the second class until he has complied with the requirements of that class. He cannot pass from any class to the one next above without increasing his qualifications, nor can he draw the salary of that class until he is entitled to it by scholarship and experience. His place in the scale in any particular class is determined by his work and the conditions under which the work is done. I was interested to know that the minimum salary in the third class (the highest) was £300.

When I commented upon the fact that the most highly qualified teacher should receive not less than \$1,500 per year, Mr. Theodore pointed out the fact that the purchasing power of that sum was more than twice as great in Queensland as in the United States, and that the teacher was receiving in actual value at least \$3,000. Let it be remembered in this connection that the public school system in Queensland does not in the majority of cases extend to secondary education, and the teacher drawing the above minimum rate in the first class is an elementary school teacher. Not only does the teacher know what pay he may reasonably expect, but the pay itself appears to be a decent compensation. Professional standards are exacted.

Stabilizing the Market

To conduct a school system in this way is to stabilize the market for the services of teachers. Because there is something like a definite return for investment made in preparation for teaching, teachers do not hesitate to make the investment, as they do in this country. Another factor in the encouragement of teachers to undergo training is the payment of cadets while they are in the process of being made into teachers. To a minor degree this device is employed in the United States. Normal school pupils are paid when they are serving their apprenticeship in "practice teaching" by a few municipalities—Dallas, Tex., Seattle, Wash.—and not many others. A second inducement to the prospective teacher in Queensland is the fact that she will not be called upon to serve the almost inevitable period of probation as a country teacher. For many reasons, I was about to say for every reason, the green hand is not given that most difficult of problems, the administration of an ungraded country school. Many an American girl teaches her first year in the country, with, let us say, forty-eight pupils and eight grades, and decides that one year of teaching has been just one too many. The Australian way, as I understand it, is to put the probationer under the supervision of an experienced teacher in a well-organized city or rural school. As we compared systems in practice in the rural schools of the United States with those of Queensland, the comments of Mr. Theodore led me to the conclusion that the underlying principle of our custom of putting young teachers indiscriminately into the country schools must be that of "trying it on the dog"—"the dog" being both the young teacher and the rural community.

Aside from the standardizing of the pay of teachers in the Queensland school system and the greater encouragement offered the teacher during her apprenticeship, the Queensland system differs from ours in one absolutely fundamental way. It is this fundamental difference which lies at the root of the success or the failure of the administration of the country schools. There is a principle involved which we have not merely ignored, but definitely and consciously violated. The principle is that of equality of opportunity. When I told Mr. Theodore the way we attempt to maintain teachers in our country schools, he said: "But we consider the rural population too important to treat in any such way. The child of the country is a future citizen just as truly as the child of the city. Why treat them so differently?"

A Zoning System

Because the Ministry of Education in Queensland will not admit that the country child ought to be treated with less consideration than the child in the city, there is in operation in Queensland a zoning system which, in combination with the system of grading described above, completes the mechanics of placing the teacher in the salary schedule. The rating of

teachers is not entirely a matter of mechanics, as I gathered from Mr. Theodore and from the official reports of the Queensland schools—but that is another story. The zoning system in Queensland involves a new theory of compensation. The teacher's pay depends partly upon the location. According to Mr. Theodore, compensation is of two kinds—financial and extra-financial. Mere pay is all that we Americans reckon in the remuneration of our teachers. "Spiritual rewards," to be sure, used to be laid in the balance along with very inadequate pay, and the sum total of, let us say, \$50 in money and infinite values in imponderable things has in time past been considered ample for any teacher.

The Australians are much more practical than that. They first assure to the teacher a decent wage, and then they take into consideration the location of the teacher and decide whether he ought not be paid more to compensate him for local disadvantages. The person who lives in Brisbane enjoys, according to Mr. Theodore, the height of social advantages and intellectual opportunities. These are considered as part of that teacher's compensation. The Brisbane teacher is placed in zone one, where extra-financial compensation is regarded as greatest. The actual pay due that teacher is, therefore, the minimum for his grade and class of service. The first class teacher who was described above as receiving £300 as a

minimum would be, on account of his desirable location, entitled to no more. If he were to teach in a smaller and less desirable town he would, for that reason, be paid more. Each recession from the centre of things would place him in a different zone and entitle him to more pay. When he is placed in the least desirable location of all—in the outer limbo of the zoning system—the teacher is entitled to an additional £100. Thus the first class teacher described above as drawing a salary of £300 in the Brisbane schools would, if transferred to the outer zone to do similar work, be paid £400—in dollars less than \$2,000, but in purchasing power more than \$4,000. In addition to this there is an allowance for "harborage," or else the actual residence is provided rent free.

The Queensland plan derives some of its interest from the fact that it is the product of a labor government working in co-operation with teachers, the majority of whom are unionized. Opportunity for collective bargaining is made in a conference committee, through which suggestions and grievances are communicated to the Ministry of Education. Whatever may be the defects in the system as Mr. Theodore interpreted it, human values are not neglected. At any rate, Queensland does not suffer from teacher shortage—not even in the rural schools.—*New York Evening Post*, Feb. 19, 1921.



Revision of the High School Curriculum



Official Questionnaire; Reports from Local Sub-committees; Provincial Committee of Alliance Meets at Calgary

ALBERTA TEACHERS' ALLIANCE

10701 University Avenue,
Edmonton, Nov. 21, 1921.

To Secretaries of Local Alliances.

Dear Sir, or Madam:

Re Revision of the High School Curriculum.

The first sitting of the Departmental Committee on the Revision of the High School Course of Studies was held in Edmonton on November 10 and 11. Recommendations were laid before this Committee from the Alberta Teachers' Alliance dealing in a general way with the principles which form the basis of a satisfactory curriculum. This sitting was adjourned to meet again on the 9th and 10th of December, and, in the meantime, it is desirable that every local Alliance in the Province submit to headquarters some contribution regarding either the principles or the details of the New Proposed Curriculum. The large city locals have already been at some pains to discuss very thoroughly the matter of curriculum making. In Calgary a special two-day convention was held by the school-teachers for this purpose and curriculum committees have been formed in the other cities as well. It is felt, however, that the teachers in the Town High Schools and particularly the One-Teacher High Schools should have a further opportunity of considering this matter, because of the problems which arise in the work of such schools. Accordingly, it is proposed that the Provincial Alliance have a general committee to serve as a clearing-house for the recommendations which are received from the smaller schools, in order that the Provincial Alliance may be able to lay before the Departmental Committee the considered and harmonious views of Alberta teachers on various phases of the Curriculum question.

As suggestions along the line of such discussion would be particularly helpful, we venture to submit the following as a sort of questionnaire:

(1) Are you familiar with the form and content of the New Ontario Revised High School Curriculum, and are you in favor of the adoption in Alberta of a curriculum similar in principle and purpose? (See "The A.T.A. Magazine," October number, pages 32-34).

(2) What subjects do you consider should be made compulsory for all classes of students in Alberta High Schools?

(3) Do you favor a division of the curriculum into a number of elective courses, such as: Commercial, Technical, and Industrial, Agricultural, Teachers and Matriculation; or, on the other hand, do you prefer a single course based upon a very small number of compulsory subjects and a very wide range of options, thereby permitting students of every type and capacity to adapt a course to his special needs?

(4) Are you in favor of military training in our Public and High Schools?

(5) Are you in favor of the establishment of Junior High Schools in the cities and towns, and of the establishment of Consolidated High Schools beginning with Grade VII in rural districts? Do you favor the Composite High School in cities and towns: that is to say, one large institution in which all the departments are centralized, using the same plant and the same staff, or rather, a number of smaller schools with separate staffs and plants?

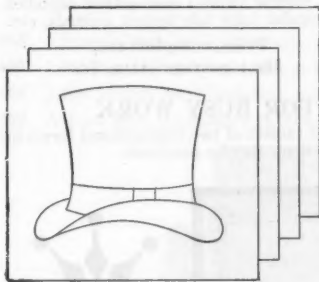
(6) Are you in favor of Co-education in our High Schools?

(7) Should promotion be based upon the satisfactory completion of a certain number of units of the High School course, or should it rather be based upon a certain number of years' work?

(8) Do you favor the administration of our Secondary School System by the Department of Education instead of, as it is at present, by local school boards? Such a proposal of course would mean that secondary education would be maintained by the Government by means of an Educational Fund collected, not locally, but provincially, for the purposes of secondary education?

You must doubtless understand that the Alberta teachers have now an opportunity long sought, for making vocal their views and desires on questions intimately connected with their professional work. If they do not rise to the occasion they will justify the criticism which has long been leveled at teachers: namely, that after all, they do not really constitute a profession and that they passively refuse to accept the responsibilities which devolve upon a professional status. Our representative must be fortified with the collective opinion of the Alberta

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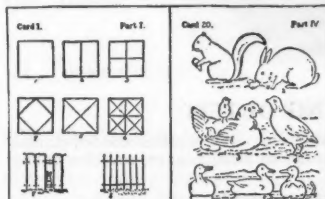
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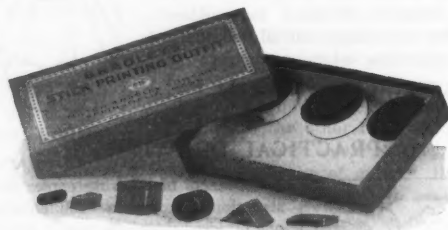
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These boxes of sectional or sliced animals and birds make an attractive form of busy work. The pictures are reproduced in bright colors, and each completed picture has the name of the animal or bird printed in large type on left side. These puzzles will afford the child instruction as well as amusement.

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4753—Sectional Animals, six animals....	\$1.00	8c.
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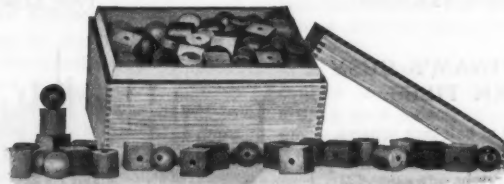
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Each box contains six colors : R.—O.—Y.—G.—B.—V.

	Price	Postage extra
464 1 gross $\frac{1}{2}$ -inch beads (spheres).....	\$0.85	6c.
465 1,000 $\frac{1}{4}$ -inch beads (spheres), in wood box.....	4.50	36c.
466 1,000 $\frac{1}{2}$ -inch beads (spheres), assorted colors, in pasteboard box.....	3.50	30c.
470 A gross Mrs. Hailmann's $\frac{1}{4}$ -inch beads (spheres, cubes, and cylinders) .	.85	8c.



No. 470A

470A 1,000 Mrs. Hailmann's $\frac{1}{4}$ -inch beads (spheres, cubes, and cylinders), in wood box.....	\$4.50	48c.
473 1,000 $\frac{1}{2}$ -inch beads (spheres, cubes and cylinders), in pasteboard box	3.50	40c.
470B 3 dozen Mrs. Hailmann's $\frac{1}{4}$ -inch beads (spheres, cubes, and cylinders)	.30	3c.
470C 1 gross Mrs. Hailmann's $\frac{1}{4}$ -inch beads, UNCOLORED (spheres, cubes, and cylinders).....	.85	8c.

Enlarged Beads

470D No. 470 enlarged, 1-inch, 144 in wooden box, colored, per box.....	\$5.50	48c.
470E One-half 470A enlarged, 1-inch, 500 in box, colored, per box.....	\$10.00	Exp. ex.

SHOE LACES

471 1 dozen shoe laces, black.....	\$0.55	5c.
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COLORED LACES

8178 One dozen silk laces, Red, Orange, Yellow, Green, Blue, and Violet, 44 inches long. Price, per dozen, \$1.80 ; postage extra, 4c.	
8179 One dozen extra long cotton laces, 84 inches, Red, Orange, Yellow, Green, Blue, Violet, Brown, Gray, and Black. Price, per dozen, 60c. ; postage extra, 4c.	

LARGE PEGS FOR COUNTERS

8044—Large wooden pegs, an inch and a quarter long and an eighth of an inch square, made to represent a mammoth shoe peg. We ship these pegs in six standard colors, 1,000 in box, at a price which makes them the cheapest counters that can be bought.

Price, in paper box, 40c. postage extra, 12c.

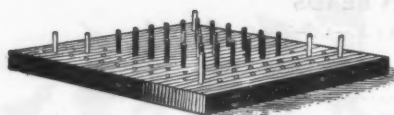
8045—Small wooden pegs, 3,000 in box.

Price, in paper box, 50c. ; postage extra, 12c.

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Prices Subject to Change Without Notice

PRIMARY PEG BOARDS



furnish the ordinary shoe peg in colors, at a less price. We ship the boards in bundles of one dozen each, and as it takes a hundred pegs to fill a board, two boxes, each holding a thousand pegs, are required for every bundle.

8046 1 dozen boards, 6 x 6 inches Price, \$3.60; express extra.

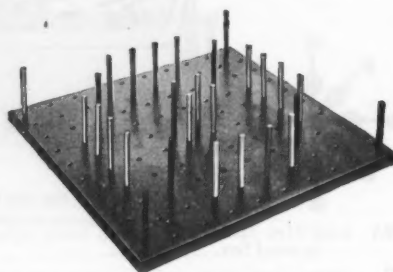
A neat wooden board, about six inches square, with a hundred holes drilled in squares of half an inch, for use in arranging small colored pegs in a variety of artistic or symmetrical forms. We sell round pegs, about an inch long, and in six colors, to go with the boards. We also

MRS. PUTNAM'S BUSY WORK TILES

Holes arranged in half-inch squares.

For general use the boards and pegs are put up separately.

474—3-ply board, superior make, 6 x 6 inches. Price, each, 50c.; postage extra, 6c.



Enlarged Peg Boards

474X—As a part of a line of enlarged Primary material, the Peg Board seems to promise definite valuable results. We offer a board ten inches square, having one hundred $\frac{3}{8}$ -inch holes, arranged in one-inch squares.

Price, each, 90c. ; postage extra, 18c.

PEGS

		Price	Postage extra
475	1,000 round pegs, for primary peg boards, six colors in a box	\$0.50	4c.
472X	Pegs, 2 x $\frac{3}{8}$, for enlarged peg tiles, 100 in a box, per box35	4c.
475X	Pegs, 2 x $\frac{3}{8}$, for enlarged peg tiles, per 1,000	2.75	22c.

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teachers, if he is to function satisfactorily on the Departmental Committee.

Please see that the High School teachers in your local discuss this matter without delay and have their recommendations forwarded through THE LOCAL ALLIANCE SECRETARY to Headquarters, and any other suggestions which may be made from time to time as the discussion on the curriculum proceeds, may be forwarded in a similar manner.

This communication is VERY URGENT. Please communicate with your president immediately with a view to taking early action and please write, informing me when your recommendations or suggestions will be forthcoming.

Yours very sincerely,

JOHN W. BARNETT,

General Secretary-Treasurer.

SUGGESTIONS FOR THE CURRICULUM COMMITTEE Calgary Local Teachers' Alliance

1. That provision should be made by the Department of Education for a broad three years' Commercial Course, such course to include English, Civics, and Economics.

2. That regulations in regard to language options be made rigid: e.g. that examinations must be passed by Grade IX students before attempting the work in languages of Grade X.

3. That a course in Physiology and Hygiene be prescribed in place of, or in addition to the course in Biology.

4. That courses in English be made compulsory in all grades.

CALGARY H. S. CONVENTION HELD AT CALGARY, OCTOBER 24 AND 31, 1921

BE IT RESOLVED THAT:

1. That the amount of work done in each year be not materially changed, but that it be rearranged.

2. Two years' general education be preliminary to elective courses to enable the student to find himself before making a choice that would be difficult to change later. Hence that the courses in Grades IX and X be, for the most part, rigid.

3. More freedom of choice be allowed in Grades XI and XII than is at present permitted.

4. The number of subjects required by the Department in Grade IX at one time be not more than ten or not less than eight if proceeding to a diploma.

5. The Department require from Grade IX, seven compulsory fixed subjects, and the student be allowed to select not less than one, nor more than three other subjects.

6. The compulsory subjects in Grade IX be: English (Literature and Composition), History, Arithmetic, Biology, Art and Geography.

7. The options for Grade IX be: Latin, French, Algebra, Manual Arts or Domestic Science, Music, Agriculture.

8. The Department require for Grade X, seven compulsory fixed subjects, and the student be allowed to select not less than one or more than three other subjects.

9. The compulsory subjects for Grade X be: English (Literature and Composition, Grammar), History, Algebra, Geometry, Physics.

10. The options in Grade X be: Latin, French, one other language, Manual Arts or Domestic Science, Music, Art.

11. In Grade XI the following be compulsory: English (Literature, Composition), one of Mathematics, one Science, History; and that not less than three or more than five optional subjects be allowed. Further, that a student fulfilling these requirements be granted a Diploma specifying the subjects taken.

12. The options in Grade XI be: Algebra, Geometry, Arithmetic, Physics, Chemistry, Agriculture, Manual Arts or Household Science, Music, Art, Language.

13. Grade XII diploma be granted for any eight subjects and that not more than ten be allowed.

14. Biology and Music be added to the subjects of the present course for Grade XII.

15. That the Department be urged to encourage school boards to put gymnasiums in the schools.

16. That these general recommendations be unanimously adopted.

17. The student who has spent two years in the Commercial High School should, on entering the Academic High School, be given more credit in that work for matriculation, Normal School or Grade XI diploma, than is now allowed.

18. This Association recommends that the Department take steps to have the Grade XII examination made the standard for matriculation for entrance to the Arts course in the University.

MEDICINE HAT TEACHERS' ALLIANCE

1. The study of Geography should be recognized as a major subject in a high school curriculum, and should, accordingly, be studied in high schools for at least two years. The text-book chosen for the study of Commercial Geography should give no undue prominence to any particular part of the world.

2. The texts chosen for supplementary reading in the courses in English Composition should be first, last and always, good models of standard English. Some of the books now prescribed do not measure up to this requirement.

3. French should be begun in Grade VII.

4. Whereas the price of many of the text-books at present required for use in Alberta High Schools is ridiculously and unnecessarily high, often constituting for the children of poor parents a real financial difficulty;

And whereas in other Provinces of the Dominion there are in use for various subjects moderately priced texts, easily procurable by any student,

BE IT RESOLVED—

That the Department of Education be urged to make a special study of the matter, that the methods used in other provinces be ascertained, and that if possible the copyrights for such text-books as are to be definitely prescribed in the Course of Studies be purchased for the Province of Alberta by the Department.

5. That some provision be made on the High School Course of Studies for Physical Culture in the larger centres and that the Department of Education classify schools according to equipment and grade their grants accordingly.

LETHBRIDGE TEACHERS' ALLIANCE

1. That, since in the opinion of the Lethbridge Local, the curriculum is overcrowded and attempts too much work, the amount of work required by the curriculum should be lessened, and a higher degree of thoroughness required.

2. That, if it be found not feasible to establish elective courses, at least a much wider range of options should be permitted.

3. That the present system of promotions is unsatisfactory and should be altered. If a purely elective system be adopted, then promotion should be made upon the completion of a course; but if fixed examination requirements be made the rule, then the passing of such examination or examinations should be the condition requisite for promotion. Our present system adopts neither of these alternative procedures.

4. The conditions of modern society render it imperative that History be given a foremost place on our high school curriculum. The study of History should be supplemented by a course in Economics; and in Grades XI and XII particularly Modern History should be taught almost exclusively. The study of current problems should be emphasized.

5. That it is deprecable that the University should continue to set the standard of requirements in Grade XI languages. In the case of Latin, particularly, a too rigid adherence to traditional requirements has made the course barren.

EDMONTON HIGH SCHOOL TEACHERS' ALLIANCE

1. We recommend that in general the Ontario system be adopted for Alberta, with the following changes:

- (a) That those who intend to be candidates for the Normal Schools be required to take a two-year course in Arithmetic.
 - (b) That those who intend to be candidates for Normal Schools, who will teach in the public schools, be required to stress the subjects which afterward they will be required to teach.
 - (c) That Elementary Social Science be included in the list of options in the Middle and Upper schools.
 - (d) That Physical training be obligatory on all students attending the High Schools.
 - (e) That in the teaching of the Science subjects, as Physics, Chemistry and Biology, the individual laboratory method be emphasized.
 - (f) That Latin grammar should be accepted in place of the Lower School English Grammar.
2. That the Department of Education be asked to look into the matter of establishing Junior High Schools in the cities of Alberta.

The following suggestions are offered on behalf of the Edmonton Trades and Labor Council:

1. That the standard of entrance to Normal School be raised and rigidly maintained.
2. That the course provide for a larger number of optional subjects, and that no student be permitted to take more subjects than he or she can successfully carry.
3. The following subjects should be compulsory: English and Physical Education (during four years). The following dealt with thoroughly and sometime during the four years: Mathematics, Civics and Elementary Economics, Canadian History, and somewhere in the course, provision should be made for a year's study of the main events of European, British and American History.
4. That the study of Hygiene, simple rules of Health, and the prevention of the spread of infectious diseases be made compulsory.
5. The percentage for scholars recommended should be higher than for those compelled to take the final examination. (Grades VIII, IX and X).
6. That Manual Training as a study course in High Schools be made optional.
7. That military training in schools be abolished.

The following explanatory note is given in connection with clause one of the foregoing suggestions:

"That students failing to obtain the number of marks laid down by the Department of Education as necessary for passing out of Grade XI be not admitted to Normal School."

CALGARY TRADES AND LABOR COUNCIL

The relative worth of knowledge bears on the one point with all workers—How to Live—in the widest sense. To prepare the rising generation for complete living is the function which education has to discharge and the only rational mode of judging any educational course is to judge in what degree it discharges such functions.

We would like to see greater attention given to the sciences: Physics, Physiology, Botany, Zoology, Hygiene, and we would add a course in Psychology, with a weekly lecture given separately to the boys and girls on these subjects leading to Eugenics.

We have information that a new text-book has been published called "The Outline of Psychology", which is within the reach of the High School classes, and we cannot be too emphatic in our insistence that "The Study of the Human Mind" is above all things needed in both our High School and Normal training.

In respect to the present History and Civics taught in our schools, we consider them a standing insult to the intelligence

of the students. To quote Spencer, "That kind of information which usurps the name History." And we venture to assert that a new History text-book should be written, based on the works as below specified:

Lewis H. Morgan	Ancient Society
Edward Read	The Martyrdom of Man
Buckle	Introduction
J. De Gibbin	History of England
H. G. Wells	Outline.

It is essential that the facts which teach us how a nation has grown and organized itself, with an account of its government, with as little as may be about the men who officered it, and as much as possible about structure, principles and methods, prejudices, corruptions, etc., which are exhibited should be taught, and let this account not only include the nature and actions of the central government, but also those of the local governments down to the minutest ramification.

On account of the industrial system should be given, showing to what extent the division in labor was carried out; how trade were regulated whether by caste, guilds or otherwise; what was the connection between employers and employees; what were the agencies for distributing commodities and what were the means of communication; what was the circulating medium.

A new Civics text-book could be written embodying the details of government, but we fail to see why there should be need of both a History and a Civics text-book, if one was written on right lines. In deciding upon the right method of education, an inquiry into the method of civilization is our best guide.

As to Arithmetic and Mensuration courses, the problems presented for solution should be based on the conditions existing in our country and particularly the West, so that the student would be prepared for the business of life when he has to face the actualities. We are glad to note that "fractions" are relegated to a place verging on obscurity.

In the teaching of English and Literature, we found on enquiry that the beauties of the language do not attract as they are intended and we would ask if Lytton's "Fall of Pompeii"; "Rienzi"; "The Caxtons"; Kingsley's "Alton Locke" and such similar works on industrial subjects could not be used to advantage.

We would like to bring to the notice of the Department of Education the fact that no text-book for the teaching of Economics to High and Normal School students is in existence. We would recommend that a text-book be prepared based on the works of Adam Smith, Ricardo, Mills and Marx.

In respect to physical training we would like to make emphatic this resolution, contained in the report on Elementary Education "That in physical education the sole object be the proper development of the body and that all elements that are military in character or tendencies, be entirely eliminated; that stress be laid upon proper physical exercises, organized games, folk games, and such parts of cadet training as tend to promote discipline and teach the pupils the act of unison.

We cannot make a report on the subject matter without pointing out the great amount of good which will accrue to the community in this Province if we make good use, in its widest sense, of the School of Technology, and the Council is of opinion that a cosmopolitan High School on lines laid down in Eastern cities and across the line, which prepare students intending taking up industrialism in after life, particularly in technical, scientific and chemical subjects, should be instituted.

The Commercial High School is doing good work preparing students for a commercial life and we are of opinion that future adventures of a technological character are advisable.

Provincial Curriculum Committee of A.T.A. Met at Calgary, December 2nd and 3rd.

The Minister of Education recently invited the Alberta Teachers' Alliance to forward suggestions with regard to the Revision of the High School Course of Studies, and, in order that a reasoned and self-consistent report embodying the views of the Alberta teachers as a whole may be submitted to the Department, the Provincial Executive of the Alliance is, by the aid of a Provincial Curriculum Committee, serving as a clearing-house for the recommendatory reports from locals. This Committee met with the Executive of the Alliance on Saturday, December 3, in the Commercial High School, Calgary, but owing to the enormous amount of work to be covered the meeting was not able to finally adjourn until the following afternoon.

The teachers of the Province enthusiastically appreciate being called upon to participate and, if necessary, these representative teachers from every corner of the Province will meet from time to time during the study of this question.

The Committee therefore heartily passed the following resolution:

WHEREAS the teachers of the Province of Alberta are anxious to express themselves as a body, on the matter of the revision of the courses of studies; and

WHEREAS it is their conviction that those who are making a profession of teaching are most deeply involved and interested in all that pertains to the welfare of the students as a whole; and

WHEREAS it is their further conviction that the teachers as an organized body can make a real contribution to the study of educational problems; and

WHEREAS co-operation is a natural result of mutual understanding; and

WHEREAS the A.T.A. provides the machinery whereby the teachers of Alberta can present their harmonious views of the teaching profession of Alberta, in that local groups of teachers are able to meet from time to time to discuss and pass upon matters of professional interest and make known through the Provincial Executive what is the consensus of opinion of the teachers in Alberta on such matters; and

WHEREAS the Minister of Education has asked a representative of the Alberta Teachers' Alliance to sit on a committee dealing with the Revision of the High School Course of Studies, thereby providing the teachers with a means of officially expressing themselves to the Department as the Organization of Teachers for the Province:—

BE IT RESOLVED:

That the Executive of the A.T.A. here assembled in conference with other representative teachers from all parts of the Province hereby express our appreciation on behalf of the teachers of Alberta of the Minister's manifestation of confidence; and furthermore, that we assure him that it is our earnest desire to co-operate with the Department to the fullest extent possible in all that pertains to a solution of the present difficulties in the educational life of the Province.

The teachers were circularized by the General Secretary-Treasurer, through the locals, and a questionnaire designed to stimulate and, to some extent, help discussion, was submitted. A mass of information in the form of reports from locals is now at the disposal of the Alliance and the primary concern of the Committee was to digest these recommendations in order that the Alliance may be able to lay before the Department of Education the considered and harmonious views of the teachers on various phases of the curriculum, not only from the city teachers but also from those teaching in the town high schools and, particularly, the one-roomed high schools.

It was evident that the new Ontario High School Curriculum, which is a very radical departure from that previously in

vogue elsewhere in the Dominion, had been carefully scrutinized by Albertans, who vigorously debated whether or not it is best to favor a division of the curriculum into a number of elective courses, such as: Commercial, Technical, Industrial, Agricultural, Teachers' and Matriculation; or, on the other hand, a single course based upon a small number of compulsory subjects and a very wide range of options, thereby permitting students of every type and capacity to adapt a course to their special needs.

At the outset the members of the Committee were appalled at the magnitude of the task ahead of them, one of them remarking when the copies of reports were laid before him: "Why, we shall be here a week, and then be only started." However, the Committee disposed of the major portion of the work after three sessions.

The Committee was of the opinion that students taking the Normal Entrance Course should stress in the High School those subjects which they would later be required to teach. The Alliance, however, has never yet received any document or information of any kind with reference to the proposed Revised Public School Curriculum; and consequently, it was felt by the Committee that it would be waste of valuable time for them to consider specific recommendations along the line of either compulsory or optional subjects for future teachers. Again, as no one present was able to speak authoritatively on the matter of Agricultural education, the Committee contented itself with recommending that:

"The Department be requested to correlate the work in agriculture carried on by the Department of Agriculture with that carried on by the Department of Education."

"Course No Longer to be Hide-bound."—Flexibility the Key-note of the Committee's Recommendation.

The first resolution was passed unanimously:

"Resolved, that we adopt the principle of having a small number of compulsory subjects and that the other subjects be options."

The Committee had most in mind, students taking other than the Normal entrance and University matriculation courses. There was decided opposition to letting down the bars: on the other hand it was realized that many students were at the present time taking subjects which not only were distasteful and would result in an early departure from high school, but were also of little service after leaving high school. Consequently provision for a wide range of options, without in any way diminishing the work involved, would tend towards increased interest in the subjects chosen, and be an incentive to induce otherwise unsatisfactory students to remain for a longer period in high school.

In order to give some latitude to school boards in adopting a course to suit local conditions, it was decided to recommend: "That any additional optional subject may be added by the school board on the recommendation of the Principal and sanction by the Department."

Physical training is the only subject made compulsory for every high school pupil,—physical training as distinct from military training,—and will be understood to include physical exercise, physiology, hygiene, etc. The committee was unanimously opposed to compulsory military training.

THE GENERAL COURSE

Recommendations re Grade XII

The following recommendations were made:

- "That all subjects in Grade XII be optional." It was understood that this resolution would not exclude physical training from Grade XII.
- "That the number of subjects required for a year's work in Grade XII be a minimum of six and a maximum of nine."

Grade XI.

It was decided to favor the adoption of three compulsory subjects during the first three years of high school:

English—Including literature and composition.

History—The content to be such as would provide for social development and citizenship. It should stress the human values, and be adapted to the course the student is taking; such as commercial, industrial, professional, etc.

Physical Training—As described previously.

After deciding upon these three compulsory subjects for the first three grades the meeting resolved itself into committee:

- (a) One to discuss the General course, the Normal entrance course, and University Matriculation course; another the Commercial course; and another the Technical or Vocational course.

It was first decided not to increase the three subjects in Grade XI, which are recommended to be made compulsory in the first three grades. In addition to these subjects, however, a Grade XI student will be required to choose not fewer than three optional subjects and not more than six.

Grades IX. and X.

One more compulsory subject than Grade XI. is required in each of these grades, either grammar or arithmetic. The matter of the retention of grammar as a compulsory subject was debated long and hotly. However, since it was understood that grammar as a formal subject is being eliminated from the Public School Curriculum, and since it was felt to be essential that some formal knowledge and nomenclature of this subject is essential in order that composition may be intelligently taught, it would be advisable to prescribe one year's work in grammar. However, the meeting was unanimously in accord with the sentiment that to carry this subject to the present limit, dealing as it does with most abstruse and intricate details of the subject, should not be followed; and that grammar as at present is an unpopular subject with all but students above average ability, because it is too difficult to be mastered by others.

Arithmetic as recommended for Grade IX. or Grade X. would deal with practical problems in connection with business life, mensuration, and elementary bookkeeping.

The minimum number of optional subjects for Grade IX. and X. would be three and the maximum number, five.

THE COMMERCIAL COURSE

Synopsis of the Report on the Commercial Course as Approved by the Alliance Committee at Calgary.

It was recommended that the present types of Commercial Courses (one-year Bookkeeping; one-year Shorthand; and the complete two-year course) be retained with certain necessary modifications, and that provision be made for two other classes of students—those desiring to pursue a general commercial course somewhat similar to the proposed general academic course, and those desiring to pursue a commercial matriculation course admitting graduates to the Bachelor of Commerce course now being offered at the University of Alberta.

First Year Course

It was decided to recommend that the first year course should remain very similar to that obtaining at present; i.e., that very few, if any, options should be allowed. In support of a rigid first year course it should be borne in mind that the academic subjects which appear on the first year commercial course are those which have been agreed upon by both commercial and academic teachers as absolutely necessary for every student; while it is felt that it would be unwise to allow students coming directly from Grade VIII. to make selections from a list of purely vocational subjects with which they are absolutely unfamiliar.

Second Year Course

Having made a study of all the first year subjects for a period of one year, a student is now able to select for himself those subjects which he feels will be most valuable to him, and your committee recommends that a wide range of options (such as now constitute the special bookkeeping and special

shorthand courses) be retained, together with a study of civics or citizenship such as seems likely to constitute the "history" for Grade X. We believe that the present type of certificate given to graduates of the special and full second year courses should be retained.

Third Year Course

While your committee is thoroughly alive to the value of a third year vocational course, it is felt that those who spend their time in a commercial department purely from the vocational standpoint are very likely to leave at the end of the second year, and that the third year course should, therefore, be framed mainly with the idea in mind that its graduates will enter upon the Bachelor of Commerce course. This being so, the content of the third year course will be fixed largely by the University authorities, our present information being to the effect that the University is prepared to accept a commercial matriculation in which approximately two-thirds of the subjects are identical with those of the Arts matriculation, while the other third would consist of such purely vocational subjects as Secretarial Training, Accountancy, and Advanced Office Practice. There would be ample subjects on the third year course to make it a real "finishing course" for those desiring to leave school at the end of the third year, while at the same time such an arrangement as above suggested would have the additional advantage of articulating the high school commercial course with the course in Commerce now offered in all the larger universities.

General Recommendations

While we are of the opinion that a very elementary form of Economics might be offered as an optional subject in the third year, we are also of the opinion that such subjects as Salesmanship, Business Administration, etc., are much too advanced for students of high school age, in support of which we desire to point out that an examination of the course of studies issued by the larger universities will show that these subjects are frequently not offered until the third and fourth year of such courses.

We would oppose very strongly the suggestion that graduates of the third year course should be allowed to teach commercial work in the high schools of the Province. With courses in Commerce already offered in Canadian universities, including the University of Alberta, and likely to be offered in the Institute of Technology as well, we believe that it would be a serious mistake to grant high school certificates to commercial teachers who do not possess a Bachelor of Commerce degree or its equivalent.

THE TECHNICAL COURSE

The Technical School courses have been laid out to meet the needs of three classes of students:

1. Those who wish to have a general high school education with an industrial objective. We call this our Indirectly Vocational Group.
2. Those who wish to obtain some equivalence to trade apprenticeship and a trade school education. This is our Vocational Group.
3. Those who wish to enter the Science Department of the University by matriculating from an institution where they can obtain workshop experience in addition to academic matriculation training.

The possibilities of transference from category one to category three and *vice versa* will give full opportunities to students to make up their minds as to their educational career and to make this conform to their circumstances and wishes.

In the Directly Vocational course a final certificate would be granted at the satisfactory completion of two years' work with a certificate of credit for actual work done for students wishing to leave before the end of two years.

A special vocational certificate would be granted to those completing the third year of work.

In addition to the above courses the Technical School has to meet the specific requirements of part-time students which broadly fall under three headings:

1. Trade continuation work: to give those at work a wider and more scientific grasp of the trade they are engaged in.
2. Trade deviation work: to enable those who are dissatisfied or in blind alley jobs to prepare themselves for a change to a more congenial job.
3. Continuation school work: to enable those whose academic schooling has been incomplete and inadequate to overcome this handicap.

THE TEACHERS' COURSE

The following resolutions passed unanimously:

"Resolved, that the minimum requirement for the Normal course should lie between the minimum and the maximum number of subjects required for the general course."

"Resolved, that as soon as practicable the entrance to Normal schools be Grade XII."

"Resolved, that since we have not been in any way informed as to the details of the content of the suggested Public School course of studies, we cannot offer further definite suggestions as to the course required by teachers; but we strongly recommend to the Department that those who take the Normal entrance course be required to become thoroughly conversant with those subjects which they will afterwards have to teach."

"Resolved, that reference be made to the locals to get their opinion as to what ought to be the compulsory subjects for a Normal entrance course."

UNIVERSITY MATRICULATION

It was unanimously recommended that Grade XII. of the High School Course should be the entrance to the University Arts course.

Composite High School Not Favored

It was the opinion of the Committee that Technical and Commercial education can be better given in separate institutions than in composite high schools.

Junior High Schools

"That the locals be memorialized re the establishment of Junior high schools in towns and cities, and re the establishment of Consolidated high schools, beginning with Grade VII. in rural districts; and that no decision be at present arrived at"—was the recommendation re this matter.

Opposed to Departmental Administration of Secondary Schools

Not one member of the Committee spoke in favor of the administration of Secondary schools by the Department, instead of, as at present, by local school boards.

Wish Retention of School Boards

"Let well alone," was the attitude of the Committee when discussing this matter. The members seemed confident that the personnel of city and municipal councils was not usually of the right type to make educationists, and that those elected to the school board were usually persons who devote much energy and thought to educational affairs. Furthermore, it would soon be an established fact that the members of a school board would have their energies dissipated over a wide range of local problems other than education, which in itself usually demands as much or more time than the average board member is able to devote to public affairs.

Minister Petitioned to Act to Relieve Financial Straits of Teachers

The General Secretary-Treasurer reported on the serious economic conditions prevailing throughout the Province, especially in the south. The teachers in the drought-stricken areas are in serious straits. Taxes are not paid and no cheque is forthcoming: the law, that the school board pay the salary not less than once each month, is not or cannot be enforced.

The General Secretary-Treasurer was authorized without delay to forward the following resolution to the Minister of Education:

"Whereas this meeting reiterates its endorsement of a blanket educational tax spread over the Province, whereby the better-conditioned school districts would assist those in poorer circumstances; nevertheless, in order to meet present distressing conditions prevailing throughout the Province, in that teachers, in a great many cases, are not being paid by school boards:

"BE IT RESOLVED that the Alberta Teachers' Alliance earnestly petition the Provincial Government immediately to evolve some method whereby the teachers concerned may be paid for services rendered."

Co-education

This matter was shelved for the time being until more definite leading is forthcoming from the locals.

Items From Overseas

(M.J.G.)

WOMEN LOSE AT CAMBRIDGE

Chief Demand Rejected

Despite their confidence, women have been defeated at Cambridge in the final vote on their claim to university membership.

The result of the poll was declared as follows:

GRACE 1, throwing open to women all degrees:

For	694
Against	908

Majority against

GRACE 2, granting titular degrees, by diploma but not university membership, the women's chief demands:

For	1,012
Against	370

Majority for

The women will now appeal to the Royal Commission, whose report is to appear this autumn, and whose members are sympathetic to their claims.

Women at Oxford are on equal terms with men with regard to both matriculation and degrees.

Doctors' Vote Blamed

An immense crowd of cheering and jeering undergraduates collected outside the steps of the Senate House to hear the result. They shouted and sang to hymn tunes and music-hall tunes, "We won't have women." A mock funeral "rag" followed, with an "undergraduette" as the imaginary corpse.

While the clergy are alleged to have come round to the women's view, their cardinal enemies were the doctors. A plot was hatched to bring down 250 from the hospitals in London, and many thought they would turn the scale; but the plan was not entirely successful, though a good sprinkling came and joined with the last-ditchers in voting against both Graces. They were opposed even to titular degrees.

It was amazing how the voting went by professions. Doctors and barristers were united in opposition to the gift of any privileges to woman. The resident don and the church have become steadily more and more feminist. As to the undergraduate, he is consistently anti-woman.—*Overseas Daily Mail*.

CAMBRIDGE AND THE WOMAN QUESTION

Considerable anti-feminist bias was exhibited—chiefly by the undergraduates—at Cambridge last week, when the University voted against admitting women members of Newnham and Girton to limited membership and in favor of conferring titular degrees on women by diploma. The young men of the university demonstrated all day in great force, and paraded the streets in a procession in which the figures of execration were appalling caricatures of the “undergraduette,” who, of course, is not noticeably different from any other young woman.

But unquestionably she is anathema to a large section of the Cambridge young men, who become positively violent in their language whenever her name and her ambitions are mentioned. Briefly, their idea is that woman should be content to have a university of her own and leave a man's university in the possession of men. Underlying this opposition there may possibly be other motives, but in any case it is a very pretty quarrel indeed. As a result of last week's vote the question will probably now be referred by the women to the Royal Commission. Oxford, it will be remembered, nearly two years ago passed, without opposition, a statute for the matriculation of women and their admission to degrees.

* * *

RHODES SCHOLARSHIP—VALUE INCREASED FOR 1923

The Rhodes Trust have issued their statement for the year 1920-21. It shows that 120 Rhodes scholars took up their scholarships for the first time during the year. The number of scholars actually in residence for either the whole or some part of the academic year 1920-21 was 277—148 from the British Empire and 129 from the United States of America. There were also in residence five ex-scholars. In the course of the year 49 scholars either went out of residence or completed the term of their scholarships, although remaining in residence. The academic year 1921-22, it is stated, will commence with 295 Rhodes scholars in residence, together with seven ex-scholars. In the course of the present year, it is notified, appointments will be made to the 1923 scholarships, and the scholars so elected will come into residence in October 1923. The value of the scholarship has been increased for the present by the addition of an annual bonus of £50, and it is mentioned that even with this addition the holder of a scholarship must be prepared to supplement it slightly.—*Scottish Educational Journal*.

* * *

UNIVERSITY ATTENDANCE

The following is a statement of the number of matriculated students at Edinburgh University as at 20th October, 1921; Arts, 1,401; Science, 861; Divinity, 45; Law, 180; Medicine, 1,504; Music, 6, a total of 3,997. The total matriculation for 1920-21 was 4,686, a record in the history of the University.

* * *

INTELLIGENCE TESTS

Dr. McIntyre, lecturer in Comparative Psychology at Aberdeen University, said in the course of an address given at a meeting of a local branch of the Educational Institute of Scotland, that it had been shown that a very large number of children—about 3 per cent. of the school population—were what the Americans call “morons”—a superior grade of mental defect; neither an imbecile nor a normal, but between the two, and mentally between the ages of seven and ten. After their mental and physical growth had been completed, they remained at that stage of mentality. From that group the great majority of juvenile delinquents came, and it was also estimated that about 50 per cent. of the adult delinquents were primarily of that class. There should therefore be an inventory made of the intelligence of every child in the schools.—*Scottish Educational Journal*.

SUPPLY OF TEACHERS

It appears from a Board of Education report that the supply of teachers in Great Britain is showing some tendency to improve. This is attributed by the Board to the improved prospects of the profession—more adequate salaries and better pensions and disablement allowances. It is not so very long ago that those in authority were denying that the scarcity of teachers was due to the poor prospects of the profession, and it is gratifying now to have it admitted that the reason for the recent improvement is better salaries and pensions. If the Board want more improvement they now know what to do. The law is plain—better prospects, more teachers.

* * *

UNITY AMONG TEACHERS

One wonders more and more how it is that any teacher in the land can hold aloof from the recognized teachers' organizations. Still more does one wonder that there should be any tendency to fissure. There is no room at this time for sectionalization. The great need of the movement is unity.

* * *

The National Union of Teachers has deserved very well of the teachers. There have been attempts on the part of the people with one idea to undermine its influence, but they have not met with very much success. The great mass of teachers know too well where their interest lies, and I venture to prophesy that, in spite of all the attempts to seduce teachers from their allegiance to the union, its membership this year will be bigger than ever. That is as it should be. Teachers no longer ask what they are going to get out of it by becoming a member of the Union.

* * *

There are, of course, a few mean souls who are prepared to let other people do the paying, but I have not noticed that those people refuse to take the benefits which would not have been secured but for their fellows.

* * *

But apart from any “tangible” benefits, as they used to be called, there is something worth having in the professional solidarity which membership of such an organization brings.—*“The Scottish Educational Journal.”* (London letter).

* * *

ECONOMY IN EDUCATION

There are some signs that the attackers of education in Great Britain have over-reached themselves and that a reaction is setting in. For the moment anti-waste speakers are avoiding the subject, for the reason that they are finding that there is in every constituency a solid body of opinion that wants to see economy in every other direction before education is touched.

* * *

It has also been noticeable for the last few weeks that members of Local Education authorities who know what education means have been putting themselves on the side of the teachers in regard to the ruthless cutting down of educational expenditure.

“I venture to answer that the times being what they are, there is as little question of affording or not affording as there was in the financing of army and navy during the war. What is at stake now as then is the future of our people. We simply cannot afford not to afford. We must educate or perish.”

* * *

“At this moment there are manifold signs of a coming renaissance in education, more especially among the working classes. That may be an omen of good or of evil. Whatever happens the quickening spirit will find expression for itself. Let us give it the chance to help us, through evolution and not revolution, in the direction of the new Britain of our war-time dreams.”

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Fee paid \$.....

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If so where were you teaching at that time?.....

Were you a member of a Local Alliance?.....

(Write No. or name of Local)

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Annual Salary—	Membership Dues to A.T.A.	Subscription Assessment to for C.T.F.		Total
		The A.T.A. Magazine	Membership Fund	
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(2) \$1500 but less than \$2000.....	6.00	1.00	1.00	8.00
(3) \$2000 but less than \$2500.....	8.00	1.00	1.00	10.00
(4) \$2500 and over..	9.00	1.00	1.00	11.00

N.B. (1) Those who have already paid into the Edmonton Fund will deduct \$1.00 from the above total. (2) The subscription to the A.T.A. Magazine is not compulsory, but no loyal member of the Alliance should withhold the \$1.00 subscription.

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INTERESTING EXPERIMENTS

Two interesting developments in objective teaching were made lately in Queen's Park School, Glasgow, Scotland. The school numbers among its appliances an electric lantern, and has plenty of lecture accommodation in its halls, so a series of lantern lessons has been arranged during the winter months, open to all schools above Form I. These will be given after four o'clock, and will deal largely with geography of the British Isles, British Empire, and Europe, although several lessons have been arranged in history and other subjects. Expense of slide hires, etc. will be met by the usual collection, so that no part of this will fall on the Education authority.

* * *

In connection with the upper history class in Form VI, a series of historical excursions will be run, embracing not only scenes of historic interest within the city, but such places as Bothwell Castle, the Roman Bridge, Roman Wall, Crookston Castle, Paisley Abbey, Stirling, Edinburgh, and others.

* * *

GEOGRAPHY

In the new regulations for Secondary Schools, England, 1921, it is stated that the curriculum "must provide for due continuity of instruction" to the age of sixteen in the subjects taken, of which geography must be one.

It is further stated in the report of the University Grants Committee that there is "a growing realization of the importance of this subject."

* * *

Education in Mesopotamia

The official report on the public schools of Mesopotamia for the twelve months ending in September last, covers a period of much activity, and of marked progress in various directions. . . . The attendance of practically every school increased beyond the attendance of the previous year, and several new schools had to be opened. In the Department of Higher Education, the rate of progress has been most conspicuous. At Baghdad, the Secondary Section and the Teachers' Training College has expanded into a fully equipped secondary school with some fifty pupils in attendance. Increased attention is also being given to technical education. New schools are to be opened at Kirkuk and Basra, and the school at Baghdad, equipped with a thoroughly up-to-date plant, is now turning out apprentices with a considerable technical knowledge for work in Government Departments.

A careful revision has also been recently made of the scale of teachers' salaries throughout the country with a result that has been in every way highly satisfactory. . . giving to the teaching profession a more adequate place in the Government service.

Reports of Conventions

NORTHERN ALBERTA TEACHERS' CONVENTION

The twenty-fourth annual convention of the Northern Alberta Teachers' Association was held in the Separate School, Edmonton, on Thursday and Friday, November 3 and 4. Owing to the ruling of the Department of Education that conventions should be organized in practically every inspectorate, and the further ruling that rural teachers, except in special cases, must attend their own local convention, only a very limited number of outside teachers registered at the Edmonton conference. This ruling on the part of the Department was not made known to the executive of the N.A.T.A. until arrangements for the convention were well under way, and the executive is deserving of considerable credit for going on with the program in the face of this discouraging feature.

All the special sessions were held in the Separate School, while the evening function was held in Convocation Hall.

The principal speaker at the convention was Prof. W. T. Osborne, University of Manitoba. For some years past, the N.A.T.A. has endeavored to secure Prof. Osborne's services. His varied experiences in the Old Land, together with his ability to interpret those experiences in the light of present economic and political conditions, furnished the teachers with two very interesting and instructive addresses.

The Hon. Perren Baker gave a short introductory talk to the teachers. Unfortunately, Mr. Baker's address was very short by reason of another appointment, but it seems safe to say that the new minister "caught on" very nicely. He noted with interest the present revision of the course of studies, but pointed out that in view of the instability of economic and political conditions, we must not expect any course of study to meet the exact conditions of life for any lengthy period of time. He also entered a plea for the establishing of high ideals, pointing out that in an endeavor to cover the details of education, a teacher was very apt to neglect the bigger things of life.

The president, H. L. Humphreys, gave a very interesting paper dealing with the new public school course of studies, while the papers given before the individual sections were voted to be of more than usual interest.

The following officers, in addition to the chairmen of each section and the inspectors for this district, will constitute the executive for 1922:

Hon. President—Hon. Perren Baker.
President—R. W. Hedley.
1st Vice-President—Miss M. Switzer.
2nd Vice-President—T. E. Shannon.
3rd Vice-President—Miss A. Lyle.
Secretary—J. P. Page.

TEACHERS' CONVENTION AT GRANDE PRAIRIE

The teachers of the Grande Prairie inspectorate met here in their third annual convention on October 26th and 27th. The territory represented includes the Grande Prairie and Spirit River country. Some forty-five teachers were present.

A two days' program was carried out without a hitch. The Wednesday morning session opened with registration and election of officers. The following executive was appointed for the coming year: Pres., Mr. Sutherland, Spirit River; Vice-President, Mr. Hicks, Roycroft; Secretary-Treasurer, Miss Henderson, Spirit River; Committee, Mr. Foy, Miss Robertson, Mr. Third, Mr. McDougall and Mr. Auld.

A resolution was passed that the next convention be held in Spirit River and that Peace River be invited to join in the same convention.

In the afternoon Inspector M. E. Lazerte, of Edmonton, delivered a very able address on "Measuring the Results of Teaching", in which he showed how to apply standard tests to pupils to see if the required results were being obtained.

The evening was devoted to a program, refreshments and dance in the Oddfellows' hall.

Thursday morning session opened with a demonstration in phonics by Mrs. Clifford. Mrs. Clifford's class was present for the occasion; after the lesson Inspector Lazerte applied the standard test to several members of the class, all of which surpassed the standard set for that early grade. This was followed by a very pretty exhibition of folk dancing by a class of girls from Miss Robertson's room.

The remainder of the morning was a demonstration in Grade IX. physics by Mr. MacDougall of Sexsmith.

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1:30 to 3:00 o'clock was an example of rural school management by Mrs. Ida Wilson. Mrs. Wilson's classes from Buffalo Lakes, were present, having come in by automobile some 25 miles.

3:00 to 4:00 o'clock Mr. Third, of Lake Saskatoon, gave an observation lesson in literature.

4:00 to 5:00 o'clock Mr. J. Auld of Kleskun Hill, gave a lesson on Grade V. composition; able discussions followed each lesson.

The executive wish publicly to thank all those who were so kind as to assist with the program, refreshments or in any other way.

LEDUC

The teachers of Inspector George W. Robertson's inspectorate, to the number of about 60, met at Leduc on November 3rd and 4th. Inspiring addresses were delivered by Dr. Miller, of Robertson College, Edmonton, and the Hon. Perren Baker, Minister of Education.

Mr. Robert Cupples gave some excellent demonstration lessons in several of the subjects of the curriculum; and it was the unanimous opinion of the teachers in attendance that such practical demonstrations are helpful in the highest degree. There was some very interesting discussion on "Two-roomed Schools," led by Mr. A. M. Sandstrom; also, a discussion on "Time-tables," several time-tables having been placed on exhibition. Mr. H. Anderson gave an interesting and instructive talk on "Birds."

The importance and value of the work being done by the A.T.A. was placed before the convention in an eloquent and able address from Mr. R. Vivan Howard, B.A., Mathematical Specialist in the Strathcona High School, Edmonton, and Associate Editor of the *A.T.A. Magazine*. Mr Howard is a fluent and forceful speaker, and made a deep impression on his hearers in championing the cause of the A.T.A. With the exception of a few "permit teachers," practically all of those in attendance were or became members of the A.T.A.

VEGREVILLE

About 100 teachers of the Vegreville and Vermilion inspectorates gathered for their annual October convention at Vermilion, under the presidency of A. C. Crosby, M.A., principal of the Vermilion High School. Inspector M. E. Lazerte, of Edmonton, gave an instructive address on "Standard Efficiency Tests," demonstrating how the results of teaching can really be measured. Miss Mary Crawford, History Specialist in the Victoria High School, Edmonton, and President of the Alberta Educational Association, gave an exceedingly able analysis of some of the problems connected with teaching as a profession. The speaker stressed the importance of the great problem of education: to prevent human society from being dashed to pieces in another world cataclysm. She then proceeded to show the importance of the teacher as a factor in education; that, in truth, teaching ought to be the first of the learned professions. But a high calling imposes high duties and serious responsibilities; and it therefore becomes the paramount duty of the teaching profession to make itself truly worthy in service, and to guard and strengthen its status through organization.

Miss Crawford was followed in the afternoon session of the first day by Professor Allan, of the University of Alberta, who spent some time in re-enforcing Miss Crawford's remarks before proceeding with his very interesting lecture on "Science in Everyday Life." The evening session was held in the theatre, where Professor Allan lectured to a large audience of citizens and teachers on the "Natural Resources of Alberta," illustrating his lecture with moving-pictures.

On the second day, Miss Ada I. Wright, member of the Provincial Executive of the A.T.A., spoke on behalf of the Alliance, and found that about 80 per cent. of the teachers

present were Alliance members. This friendly attitude of the convention towards the work of the Alliance, and the kindness of Inspectors Butchart and Bennett, made the results of the convention highly gratifying to Alliance officials.

The new officers are: President, H. C. Clark, B.A., principal of the Vegreville High School; Vice-President, Mr. McQuillan, of Warwick; Secretary-Treasurer, Miss Mary Stanton, Vegreville.

SOUTHERN ALBERTA TEACHERS' CONVENTION

The Southern Alberta Teachers' Association embracing Lethbridge, Cardston, Macleod, Claresholm and Foremost Inspectorates met at Lethbridge on November 10 and 11, in the Central School. Now that the two large city district conventions (Calgary and Edmonton) have been dissolved, it would appear that of the fall conventions the Lethbridge meeting will henceforth be the largest in the Province.

The principal item of business at the business meeting was the matter of deciding whether or not the S.A.T.A. should be eliminated and be replaced by a number of small inspectorial institutes. The vote showed that the Southern Teachers were averse to losing the large inspirational meeting; and that, although the spade-work of the class-room needs discussion, the lack of sufficient time for dealing with this work at the large convention is more than compensated for by social activities and greater inspiration. The convention, however, recommended that each of the inspectors hold a one-day institute each year.

The chief feature of the convention was the public meeting on the Thursday evening. A good musical program was rendered, followed by a splendid address by the Minister of Education. The main theme of the address was that education should not be viewed solely from the utilitarian standpoint, but that true education was that which enabled the individual to live the largest life possible. Education should not be that which aims to create the dollar-making machine: rather that which widens the horizon, enlarges the soul, and enables one more fully to appreciate the blessings of life. He maintained that the hewers of wood and drawers of water should partake of a higher life: education to such is a blessing in that it carries them out of their surroundings, and relieves the monotony of toil. The boy on the farm should look forward to a high school education and the university course.

Mr. Barnett, the General Secretary-Treasurer of the Alliance, gave an inspiring address on the aims and objects of the A.T.A. He stressed the need for teachers to become one solid professional body; and expressed the opinion that the teaching profession should rise to its responsibility and become leaders and advisers in matters educational. Neutrality with regard to the teachers' organization amounted, in fact, to hostility inasmuch as it stultified the efforts of those inside the organization in raising the status of the profession, and in advancing the cause of education. He made an earnest appeal to all qualified teachers to stand by their organization, and to seize the opportunity now before them to convince the public that teachers are more than time-servers and drawers of the pay-check. Each of the Inspectors in the convention area gave an address, as also did Miss Jackson of Calgary, Mr. Hay, superintendent of schools for Medicine Hat, and Mr. Loucks, of the Calgary Normal School.

Mr. W. D. Brodie, of the Lethbridge High School, exhibited a splendid collection of insect life, contributed by the High School students.

RED DEER

The teachers in the combined inspectorates of Messrs. Gibson and McLean met at Red Deer on Thursday and Friday, November 3rd and 4th. There were about 150 teachers in attendance, including a goodly sprinkling of permit-holders; and these, by the way, were mostly young men, nearly all of the women teachers being qualified.

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Inspector McLean gave a practical talk on "Grade IX. Work in Ungraded Schools"; Chief Inspector Gorman dealt helpfully with the subject of "School Law"; Miss Louise Schmalz, of Lacombe, led a very interesting discussion on "Primary Work"; and Miss Donald J. Dickie, M.A., of the Edmonton Normal School, gave in her inimitably charming manner a model lesson in "Literature." This demonstration was full of valuable hints and suggestions, and provoked intense interest and keen discussion. The Hon. Perren Baker, Minister of Education, delivered an address before the convention, in the course of which he entered a plea for more "unanimity of spirit" between parents and teachers in the work of education, pointing out the fact that revised courses of study will not succeed without the hearty support of parents, and more interest on the part of the public generally in the task of education.

Miss Mary Crawford, of Edmonton, President of the Alberta Educational Association, presented to the convention in masterly, eloquent, and compelling style, the right of the Alberta Teachers' Alliance to the support of every seriously professional teacher in the Province. Although Miss Crawford was present on both days, a place on the program for her address could not be found till the close of the afternoon session of the first day, when about half of the teachers had left the meeting, and those who remained were, many of them, too tired to listen. It is unfortunate that an Alliance speaker should have such a difficulty to meet when addressing teachers, but there is ample evidence that Alberta teachers are at last waking up to the fact that the aims and work of their professional organization is the most important topic which can engage their attention at any time during a convention.

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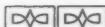
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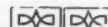
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The Teacher

By Wm. B. Poaps



Not as in mechanical labor where motive and moral qualifications have little to do with the thing accomplished, in the teaching profession as in that of the statesman and the preacher, mind and character have to be influenced. In teaching the object or the subject, whichever you choose to call it, is a conscious living object. The child which is our care in education is a precious object; it has a soul, or preferably it is a soul, a conscious living, delicate creature whose moral side grows as its physical and its mental sides grow. So in our relation with this delicate object we cannot be too careful how we act or deal with it. We must keep this in mind at the outset and throughout all the dealings with the child in our school work. The life of the teacher outside the school must be consistent with his life in the school. It is the personality of the teacher that has a very great influence on the child under his supervision. As far as my experience goes it is this personal contact with the inner life of the child which has the greatest influence in shaping the child's moral, mental and physical make-up. The development of these in proper proportion is what constitutes the work of the teacher as supplementary to the work of the parent and the environment of the home. "To develop in the mind and the body and the soul all the beauty and perfection of which they are capable" was Plato's theory of education. That was education two thousand years ago: that is education to-day. The teachers I remember best as doing me most good are those whom I liked, and this applies not only to those in the elementary public school but also in the secondary high school and even in the university. These teachers are still as they appear in my mind's eye, an

example and an incentive to do as they did and to be as they were. So that the teacher must first win the respect and admiration of the child under his charge and maintain this respect and admiration throughout in order to have the greatest influence for good on the life of that child.

Existing conditions make it often very difficult to keep these high ideals always in view and harder still to influence those under one's care to share in the attainment of even a small portion of them. As a teacher in Ontario for a few years and also in the West of Canada for a few terms, I had occasion to study some of these conditions, especially in rural districts. The first day at school is a landmark in every young school teacher's career. At the opening of the winter term in January I found myself in a small town school in Eastern Ontario, face to face with a room of some fifty-two children of all sizes, ages and nationalities. The first thing to settle was who was to be master of the situation, the children, fifty-two in number or the teacher, a single individual. Teaching was my business but I don't think any could be done the first day or even the first week for that matter; at any rate, very little. A crowd of expectant faces gazed at a not less bewildered teacher. The fact that they had done pretty much as they pleased in the same room for the previous six months as their teacher slept in his chair, did not make the teaching business, as I understood it, an easier task. However a start must be made and was made by getting all who could, to write their names, ages and class (or grade) on a sheet of paper marked off in columns for the purpose and then giving those some seatwork of counting in Arabic and Roman notation from one as far as

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they had time for, while the teacher got the names of the younger ones on the other side of the same sheet of paper. It was only with great difficulty that some of the little five-year-olds could be induced to speak at all: in fact some did not manage to speak much till the end of the first week. By very cautious and careful manoeuvring on the part of the teacher these timid creatures were made to feel that no harm would befall them. Just the opposite state of affairs existed with some of the larger ones, especially two or three large boys who insisted upon talking aloud, snapping the fingers, scraping the feet on the floor, laughing aloud, throwing paper wads, etc., etc. This taxed the utmost resources of the teacher who, after trying other means, introduced and applied a rubber strap which he carried in his hip pocket. After a few applications the nuisance decreased and the good order and teaching correspondingly increased. During the play hours the teacher took part in the games with the children outside and introduced some new games for the smaller ones and some new sports for the larger boys and girls. It was soon found that the pupils, even the most unruly boys, got into their marching lines more orderly and promptly: they took their places in the cloak rooms and in their seats in a more quiet and disciplined manner. They attended to their lessons and seat work with more interest and diligence and put forth an effort in every way to act and speak according to the teacher's wishes.

As the promotion examinations in November were approaching the pupils with the co-operation of the parents and the teacher worked hard to prepare for these and for the closing exercise which came soon after as a fitting climax to a successful year's work in the school. An account of these examinations will be given in a later paragraph of this paper. After the examinations are over the work of the school with the advice and consent of the local school board takes on a different attitude. After the hard work in preparation for the examinations, more attention is given to the musical and dramatic side of the children's studies. Such exercises as marching, singing, reciting, debating, dialogues, speaking, etc., are taught for about three weeks in preparation for the children's program at the closing exercises, to which the parents and friends are invited and in which the local M.P.'s, ministers, inspectors and trustees are asked specially to attend and take part. As a result a public interest is taken in what the children are doing and the reputation of the elementary school raised to a higher level in the estimation of the whole community. The trustee board "call around" the next day to pay the teacher and induce him to remain another year for which they offer a considerable increase in his salary.

The school should be a society with interests common to all and it should promote, as no other agency can do, those altruistic virtues which are characteristic of a righteous people. Such virtues as obedience, courtesy, forbearance and justice, when a good state of discipline is established, are incidentally taught and fostered in the child to serve him well in the life for which he is preparing.

As a pupil in Eastern Ontario I recollect that we were "called in" at 9 o'clock and directly had prayer and on dismissal at 4 had prayer again. In Alberta the opening hour is 9 in the summer and 9:30 in the winter months. Besides prayer the scriptures are read daily in Ontario as required by the school law, while in Alberta the School Ordinance states that the Lord's Prayer may or may not be used for opening at the discretion of the local board of trustees. In seven or eight rural schools that I positively know about in Alberta the practice has invariably been to open the school with the use of the Lord's Prayer. In one district I was told that a majority of the trustees was not in favor of its use but on further investigation found that the prayer was used by the lady teacher in this same district, the trustees apparently

not knowing that such was the case, but at the same time positively declaring it was not used. In the Morrisburg, Ontario, Model School a few years ago the master in charge of the teachers-in-training opened the morning session with prayer. Three years later in the Ottawa Normal School (when I was in attendance) the vice-principal repeated the Lord's Prayer daily before the hundred teachers-in-training there, but any wishing so to do might remain outside till the prayer was over and then enter for lectures. This principal was a Catholic. In addition, every Friday afternoon religious instruction was given in this institution in this manner: several clergymen representing the different denominations, as Roman Catholic, Anglican, Presbyterian, came to different rooms in the building for one hour to lecture on religion, and the teachers-to-be were instructed to go into the room where their religious belief or creed so dictated, which most did. (It might not be out of place to say that some "students" for curiosity attended all consecutively, while others "skipped" all of them, as the roll was not called at the lectures in religious instruction.) The majority of the Protestants attended the lectures given by the Methodist clergyman (as they did his church) as he was the most popular minister in the city. Although there was some rivalry between the Protestant and Catholic students at the Ottawa Normal School, the attitude of the thirteen professors and teachers towards religion and morals generally, their respect for all that was good in word and deed had an influence of no small proportions on the teachers-in-training. So that, I believe, all of the hundred teachers turned out in the spring were of a high standard of morality as they went out to be shining lights to the young of widely distributed parts of the country.

Referring to the West here by way of comparison, I believe that the standard of morality in teachers in the East is far above that of the West. To substantiate this statement: I knew of two young men, teachers (?) just out from Ireland a few months, teaching in Central Alberta, whom I saw in a room in a hotel thoroughly intoxicated. Both were extravagant users of tobacco, both were shameless blasphemers. To cite another instance, I heard a teacher in Alberta who came to his school dressed in dirty clothes and smoking a pipe, while the inspector was waiting at the school from 8:45 till 11 o'clock for him. Taking these instances with many others as a guide, one is safe in stating that the standard of morality in teachers here is wretchedly low in many cases and something ought to be done to raise it. The clause printed in the school law and on teachers' certificates that the certificate is valid during good behavior is hopelessly unobserved. If the law in this respect were rigidly put into force it would no doubt eliminate much of this apparently increasing abuse. Probably this laxity of moral living is characteristic of all lines of life in the West. Religion here seems to be the least of many people's worries. The teachers as educators of the rising generation should surely set the example. And they, as a body, could discuss the matter with sincerity at their annual conventions and pass a resolution to have the law with regard to this matter more strictly enforced. He must have little power as a teacher of morals who cannot turn to profitable account the parable of the wise and foolish virgins, that of the talents, that of the sower, or that of the prodigal. The history of Joseph, of Moses, of Daniel or of Paul is not beyond the use of a good teacher. After all that may be said on behalf of moral training the need of the schools is teachers who have the requisite qualifications.

In Ontario in November of each year in the public schools there are promotion examinations for all grades—oral in the junior grades and written in the senior. In the united counties of Stormont, Dundas and Glengarry on the St. Lawrence river, at a date set by the inspectors, the teachers receive a printed notification to change schools for the purpose of conducting these examinations. To illustrate this: the

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teacher at school A goes to school B a distance of three miles, while the teacher at B goes to C and C to A for three days to conduct these Uniform Proficiency Examinations. The question papers are sent to all the schools in due time and the pupils come as usual and write on about four papers or subjects a day. The answer papers are mailed immediately to a set of examiners chosen or elected by popular vote at a previous annual teachers' convention for the purpose of marking these and returning to the teachers and children, indicating those who have met the requirements of 35 per cent. on each paper and 50 per cent. of the total, and so are promoted into the next class or grade. A little later diplomas are sent to these successful ones showing the name of the pupil, the date, and grade into which he has been admitted for the following year. The diplomas are very pretty and being framed and hung in the home act as an incentive for the child's next year of study. Knowing that these exams. are ahead of them, the child and the teacher both work better in school and consequently better results are obtained. Besides these there are the High School Entrance Examinations for the "fourth class" and Public School Leaving Examinations for the "fifth class," the question papers of which are set by the Education Department of the province. These both come in June yearly. Besides keeping before the child and the teacher this goal or objective, these examinations have another advantage. Even if the child goes to school no longer than to secure one of these diplomas it is a mark, a tangible thing to show that he has completed a well-defined course in public education. This may prove a help to him in whatever branch of the world's activities he afterwards engages.

In Alberta in a few rural schools—very few—there are a few grade VIII pupils to prepare for the departmental examinations in June, but the great majority of schools have not pupils far enough advanced for these. So that the teacher makes the promotions under supervision of the inspector, which inspection refers very little to the standard that should be set for such promotions. The result is that each teacher has a standard of his or her own. Often finding his popularity waning, in order to regain some of this lost popularity he makes his standard very low so as to have a large number of promotions at the opportune time. There is not the incentive to work in these outlying districts, where both teacher and taught are out of touch with other schools and education influences generally. If there was some such system of public examinations as those in Ontario, mentioned above, they would act as an incentive to teachers and children and keep up the standard of efficiency in these schools. The short terms, often five or six months a year, hinder greatly the progress of a school, but if the school board could engage the one teacher for at least two or three years with the inducement of a raise in salary every half-year, the advance of the pupils would be much more marked. As it is there is not the work done in many rural schools that there should and could be done.

The foreign element in the schools of a new country like this presents to the teacher often a very puzzling problem. Not far from Edmonton is a rural school containing about thirty children, all of German parents practically. The older children in the school can speak a little "bad" English, but the younger ones cannot. These on entering the school at five or six years old present a new problem for the English-speaking teacher to solve. If the parents, who in many cases speak both languages, would teach the child at least a little of the language he must use in school (but which they almost invariably do not do) the work of the teacher would be lessened a great deal and the progress of the children less retarded. But there they are, bright-eyed, expectant, active little boys and girls, with no medium of exchanging words with their teacher. What is the teacher to do? He cannot send them home. The older brother or sister acts as an interpreter for a time. A book is held up and the word "book" is

repeated as plainly as possible by the teacher, and the little child told through the interpreter to repeat the word or try to. A cap is held before him and the word "cap" said several times by the teacher, interpreter and child, then a string, a pencil, etc., etc. This is repeated several days and one or two new ones added each day till the child can say several scores of words by looking at the objects. All the children are told to talk English all the time while playing their games outdoors and the teacher goes outside to play with them and help them to observe the rule. The parents are consulted and encouraged to talk some English in the home to their little pupils. So that by these and other devices the child will be slowly converted into an English-speaking child, although the task is a very slow and tedious one for the teacher.

On the whole, however, all classes, all nationalities, all creeds, are united under our national system of schools. The school effaces unreal distinctions, develops the noblest features of humanity and unites in a great brotherhood those whom Christianity would include in a common field. The adherents of various denominations are found in the same public school and unless bad qualifications mark the teacher in charge the religious convictions of no child are interfered with in the slightest way and the training given tends to build up true character which is the noble work of every good teacher.

I have read in the last few months several books on the teacher and the school, among them "The Ideal Teacher," by Palmer, "The School," by Findley, and "Psychology and the Teacher," by Munsterberg, and although a good deal of material in theory is in these more or less enlarged upon, still there is really little that is of practical importance for a teacher in the ordinary Canadian school, particularly a western rural school. So many theories of teaching have been advanced from the time of Plato down through the ages to the time of Spencer that to follow closely all or any of them in a modern school would cause a teacher to arrive nowhere. In these practical times a teacher must needs be practical. The definition that education is the power of adaptability to one's surroundings seems most fitting and especially is this the case where the teacher has to adjust himself to a new set of conditions in every different school and community in which he finds himself located. It is also the teacher's duty to so mould the character of the child that he may be able to later adapt himself to fit the place in society and the world where he is intended to be placed.

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